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ABSTRACT

A study of the effectiveness of the Vocational or Vital Information for Education and Work (VIEW) information system was conducted in 10 school districts in Region 3, Kentucky. VIEW utilizes a microfilm aperture card approach with each card containing information on a particular occupation localized to a specific region in the State. The evaluation of VIEW was based on a comparative study of an experimental group and a control group of eighth grade students from each school district. A pre-post survey instrument was developed to determine student awareness of occupational opportunities in Region 3. The survey was administered to both groups before and after the introduction of VIEW materials. VIEW materials were also evaluated by the experimental group. Conclusions based on data collected from the surveys indicate a generally favorable attitude to VIEW materials by students, teachers, and parents. The discussion is supported by tables and figures. Appended materials include the following: (1) testimonials, (2) sample of VIEW script, (3) user's manual including list of occupations, (4) sample VIEW card, (5) compilation of user statements, (6) pre-post survey instrument, (7) user evaluation form, and (8) professional personnel reaction questionnaire. (Author/EC)

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Final Report
Project No. X99810-02
From September 1, 1972 to June 30, 1973

FIELD TEST OF THE VIEW INFORMATION SYSTEM IN VOCATIONAL REGION III

Kentucky State Department of Education
Bureau of Vocational Education
Program Supporting Services Division
Frankfort, Kentucky

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FINAL REPORT
Project No. X99810-02
From September 1, 1972 to June 30, 1973

FIELD TEST OF THE VIEW INFORMATION SYSTEM IN VOCATIONAL REGION III

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The report herein covers the aforementioned pilot study conducted by the Occupational Information Unit and funded through the Resources Development Unit.

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A project study cannot be brought to manuscript form without secretarial services. Thanks go to Ms. Dorothy Fulk of the Occupational Information Unit.

FOREWORD

Many writers have noted that we are an information society. This centrality of information creates new and different problems for everyone and especially for those individuals at all levels, all ages, in search of a meaningful, satisfying, and productive career.

This study of incorporating into the school system the use of microfilm VIEW cards containing occupational information is an attempt to package occupational information in such a way that it is of greater benefit to the user. The system, Vocational Information for Education and Work (VIEW), is not to be construed as a total program for providing information to individuals about occupations. As revealed by this study, and many similar studies across the United States, VIEW can be an important part of a comprehensive system aimed at assisting the individual comprehend the increasing amount of technical information one needs to absorb in order to more effectively plan his future.

Glen Davis, Donald Newman, Evidean Pickett, and the educators in the participating schools are to be commended for their enthusiasm and dedication in planning and conducting the study. Their efforts should provide a sound basis for the future development of the Kentucky's Vocational Information for Education and Work System.

Dr. Floyd L. McKinney, Director
Program Supporting Services Division
Bureau of Vocational Education
Department of Education

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SUMMARY

From its inception in 1965, the concept of utilizing microfilm for vocational information on an individual occupational basis has met with rapid, widespread acceptance. At the present time well over half of the states have initiated or are in the process of establishing VIEW-like programs. VIEW is an acronym meaning Vocational or Vital Information for Education and Work. The basic VIEW occupational information system utilizes a microfilm aperture card approach. Each aperture card contains four pages of information on a particular occupation localized to a specific region in the state. The student reads the information on the aperture card on a reader-printer. If the student wishes to make copies of this material, he may do so with the print-out capability of the machine.

Several studies have been conducted to determine the effectiveness of this type of occupational information dissemination. The majority of these studies have supported this type of information system. However, many of the negative aspects of these studies were directly concerned with equipment malfunctions. This study was made using an improved type of reader-printer and an attempt was made to broaden the type of information gathered over that of many other studies.

The VIEW materials were used 3,046 times during the approximate 16 weeks of this study. Well over half of the times the materials were used, one or more print-outs were made. There were

4,303 print-outs made during the period under study and it is assumed that these print-outs were discussed with someone. This is an average of 1.413 print-outs per student. Approximately 60 percent of the time the students indicated they planned to discuss the material with their parents, while less than 20 percent indicated they planned to discuss the material with their teachers or counselors.

Approximately 90 percent of the students studied indicated a positive attitude toward VIEW. There was ample evidence to indicate increased utilization of the material the longer it remained available. Approximately 30 percent of the students using VIEW indicated that their educational plans had changed or that they had changed their minds about their future career as a result of VIEW. Over 90 percent of the professional staff indicated a favorable reaction by the students. Approximately 30 percent of the professional staff had observed instances where VIEW had affected the career decision-making process of students.

This study indicates that VIEW is a relevant and viable form of occupational information in the schools studied.

METHODOLOGY

The Kentucky Bureau of Vocational Education, in an attempt to determine the feasibility of including VIEW (Vocational Information for Education and Work) in its newly formed Occupational Information Unit, funded an experimental VIEW program in Region III. Region III includes Daviess, Hancock, Henderson, McLean, Ohio, Union, and Webster counties in Western Kentucky. This area was chosen as the experimental field study because of a region-wide career education program already in progress there.

The grant provided for the production of the VIEW cards, microfilm, reader-printers, and print-out paper necessary to equip each of the ten school districts in this Region with one deck and one reader-printer. In addition to these ten school districts, the State Vocational-Technical School, the Community Junior College and a mobile van, better known as the Career Express, were also equipped with a reader-printer and a deck of VIEW cards even though they were not considered as part of the experiment.

The VIEW program is presently conducted through the Occupational Information Utilization Section of the Occupational Information Unit. The Coordinator of this section and two Occupational Specialists are responsible for this project.

During the fall semester of 1972, 100 jobs found in this particular region were researched and written up. The manpower survey being conducted by the Occupational Information Unit provided local information on these 100 jobs. One eighth grade class was selected from each of the ten school districts in the Region to be used as the experimental group. A control group was selected from

each district which had an eighth grade class which could be kept completely separate from the experimental group. This control group had to be located in another building and under no circumstances would they ever be exposed to VIEW during the period of study. This was necessary in order to determine if exposure to VIEW effected the students' attitudes or if the change, if any, was due to the Region-wide Career Education Project.

A survey instrument was developed by the Occupational Information Unit for the purpose of determining the students' awareness to occupational opportunities existing in Region III. This instrument was administered to both the experimental and the control groups prior to placing the VIEW materials and machines in the school. The same instrument was administered to the same groups approximately four months later as a post survey. The experimental groups were asked to complete an additional page which included an evaluation of the effectiveness of the program. A copy of this instrument can be found in Appendix F.

In addition to this pre-post survey, each student using VIEW was asked to fill out a user evaluation form, a copy of which appears in Appendix G. During the approximate 16 weeks that VIEW was under study, these forms were picked up at three five-week intervals. These collections were analyzed individually to determine if there was any change after the VIEW materials were in the schools for a period of time, after the new wore off. The results of these three collections appear in Table VII. The user evaluation forms collected during this time were then analyzed all together. Table VIII shows the total results of this analysis.

EVALUATION DESIGN

Due to the nature of the instrument designed to be used in the pre-post survey, it was extremely difficult to statistically analyze each item. The majority of the evaluation presented here will relate to percentage of increase or decrease.

The Spearman Rank Correlation Coefficient was used in determining the correlation of the various sources of occupational information used by the subjects. The chi-square distribution was employed to determine if there was a significant difference between the person the subjects indicated had influenced their future plans.

As another means of evaluating the effectiveness of VIEW, user evaluation forms were collected from students using the VIEW machine on the Career Express. The students serviced by this Career Express were in grades 9-12. An analysis of this data and its relationship to the experimental group may be found in Table VII.

The VIEW materials placed in the vocational school and the community college were not used enough to obtain any reliable evaluation.

TABULATION OF DATA

In Table I is a complete tabulation of the data gathered in the pre-post survey. This table shows the frequency and percent for each item listed on the survey instrument for both the experimental and the control groups. A copy of this instrument appears in Appendix A. The post survey administered to the experimental group included an extra page to determine the subjects reaction to the VIEW program.

TABLE I

Survey Instrument Item Frequency Distribution and Percentage Ranking for Experimental and Control Groups

VIEW FIELD STUDY
Region III Totals (Exp.)

Eighth Grade Students	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage*
Males	298	54	278	54
Females	246	46	235	46
13 yr. old	364	67	224	44
14 yr. old	152	28	245	48
Other	28	5	44	8
What respondents indicated they would like to be doing in 5 years.				
Attending a four-year college and not working.	89	16	60	12
Attending a community college and not working.	10	2	9	2
Attending a vocational school and not working.	16	3	23	4
Attending a four-year college, community, or vocational school and working part-time	245	45	244	47
Working full-time.	119	22	133	26
Serving in the military.	37	7	24	5
Other	28	5	20	4
Those having plans to enter a specific occupation.	322	59	244	48
Those not having plans or undecided.	222	41	269	52
Those having plans to enter an occupation who felt they could find employment in the area.	143	44	132	54
Those having plans to enter an occupation and who felt they couldn't find employment or didn't know.	179	56	112	46
Those planning to enter occupation for which they could get training for in this area.	202	63	154	63
Those planning to enter a specific college or vocation school either part or full-time.	266	49	201	39
Those planning to do post secondary work and live at home.	178	48	103	51

*Rounded to nearest percentage point.

TABLE I (continued)

	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage*
Those planning to do post secondary work and live away from home.	138	52	98	49
Those planning to do post secondary work full time.	146	55	115	57
Those planning to do post secondary work part time.	120	45	86	43
Those planning to work while attending post-secondary school.	175	66	161	80
Person having most influence on future plans.				
Parents	325	58	295	58
Friends	93	17	88	17
Counselor	11	2	12	2
Relatives	58	11	62	12
Teachers	20	4	15	3
Other	47	8	41	8
Sources of information used by students.				
Field trips	160	29	119	23
Work experience	177	32	152	30
Newspapers	230	42	220	43
College catalogs	64	12	45	9
Film or film strips	236	43	225	44
Tape recorder	59	11	42	8
VIEW (aperture cards)	24	4	308	60
Pamphlets & brochures	178	33	164	32
Books	355	65	298	58
Printed job briefs	90	17	126	25
Employment agencies	53	10	24	5
Other library sources	94	17	135	26
Other	108	20	81	16
None of the above	25	6	17	3

TABLE I (continued)

Three best sources of occupational information as ranked by students.	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage
Field trips	145	27	117	23
Work experience	212	39	180	35
Newspapers	182	33	131	26
College catalogs	76	14	43	8
Film or film strips	177	32	167	33
Tape recorder	28	5	32	6
VIEW (aperture cards)	21	4	237	46
Pamphlets & brochures	126	23	103	20
Books	300	55	217	42
Printed job briefs	68	13	80	16
Employment agencies	86	16	44	9
Other library sources	56	10	60	12
Other	74	14	42	8
None of the above	3	1	3	1

TABLE I (continued)

Region III Totals

Experimental Group	Frequency	Percentage*
Students indicating they did not use VIEW.	54	11
Students using VIEW.	459	89
Students indicated VIEW was helpful to them.	382	83
Students indicated VIEW was not helpful to them.	77	17
Students indicated they had a better knowledge of jobs available in the community after using VIEW.	377	82
Students indicated they didn't have a better knowledge of jobs available in the community after using VIEW.	82	18
Students that made printouts of VIEW.	311	68
Students that did not make printouts of VIEW.	148	32
Students that discussed printouts with parents.	186	41
Students that did not discuss printouts with parents.	273	59
Students that discussed printouts with counselor.	19	4
Students that did not discuss printouts with counselor.	440	96
Students that discussed printouts with teacher.	67	15
Students that did not discuss printouts with teacher.	392	85
Discussed printouts with a person working in the occupation.	93	20
Did not discuss printouts with a person working in the occupation.	366	80
Feels the VIEW System is a good way to study about jobs in this geographic area.	427	93
Does not feel the VIEW System is a good way to study about jobs in this geographic area.	32	7
Students that would recommend VIEW to their friends.	422	92
Students that would not recommend VIEW to their friends.	37	8
Students that their educational plans have changed as a result of VIEW.	144	31
Students that their educational plans have not changed as a result of VIEW.	315	69
Students that have changed their minds about their future career as a result of VIEW.	135	29
Students that have not changed their minds about their future career as a result of VIEW.	324	71

TABLE I (continued)

	Frequency	Percentage*
Students that thought the VIEW job descriptions provided enough information about each occupation.	332	72
Students that did not think the VIEW job descriptions provided encough information about each occupation.	127	28
The opinion of VIEW in comparison with other occupational information available in their school was better.	287	63
The opinion of VIEW in comparison with other occupational information available in their school was the same.	135	29
The opinion of VIEW in comparison with other occupational information available in their school was not as good.	37	8
Students discussing printouts with parents who indicated parents were impressed.	158	85
Students discussing printouts with parents who indicated parents showed indifference.	28	15

TABLE I (continued)

VIEW FIELD STUDY

Region III Totals (Control)

Eighth Grade Students	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage*
Males	64	39	56	42
Females	100	61	78	58
13 yr. old	113	69	59	44
14 yr. old	47	29	68	51
Other	4	2	7	5
What respondents indicated they would like to be doing in 5 years.				
Attending a four-year college and not working.	16	10	22	16
Attending a community college and not working.	6	3	1	1
Attending a vocational school and not working.	7	4	6	4
Attending a four-year college, community, or vocational school and working part-time	76	46	57	42
Working full-time.	39	23	34	25
Serving in the military.	12	7	7	5
Other	13	8	10	7
Those having plans to enter a specific occupation.	92	56	77	57
Those not having plans or undecided.	72	44	57	43
Those having plans to enter an occupation who felt they could find employment in the area.	50	54	37	48
Those having plans to enter an occupation and who felt they couldn't find employment or didn't know.	42	46	40	52
Those planning to enter occupation for which they could get training for in this area.	64	70	47	61
Those planning to enter a specific college or Vocation school either part or full-time.	66	40	60	45
Those planning to do post secondary work and live at home.	25	19	19	32

*Rounded to nearest percentage point.

TABLE I (continued)

	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage
Those planning to do post secondary work and live away from home.	41	61	41	68
Those planning to do post secondary work full time.	32	48	33	55
Those planning to do post secondary work part time.	34	52	27	45
Those planning to work while attending post-secondary school.	43	65	41	68
Person having most influence on future plans.				
Parents	103	63	76	57
Friends	21	13	20	15
Counselor	3	2	1	1
Relatives	19	11	20	15
Teachers	6	4	7	5
Other	12	7	10	7
Sources of information used by students.				
Field trips	29	18	51	38
Work experience	49	30	52	39
Newspapers	78	46	71	53
College catalogs	13	8	23	17
Film or film strips	51	31	57	43
Tape recorder	8	5	12	9
VIEW (aperture cards)	2	1	5	4
Pamphlets & brochures	52	32	76	57
Books	111	68	96	72
Printed job briefs	16	10	29	22
Employment agencies	10	6	19	14
Other library sources	46	28	41	31
Other	29	18	25	19
None of the above	8	5	8	6

TABLE I (continued)

Three best sources of occupational information as ranked by students.	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage*
Field trips	30	18	35	26
Work experience	71	43	58	43
Newspapers	54	33	44	33
College catalogs	23	14	27	20
Film or film strips	49	30	38	28
Tape recorder	8	5	2	1
VIEW (aperture cards)	1	1	2	1
Pamphlets & brochures	43	26	55	41
Books	103	63	64	48
Printed job briefs	16	10	22	16
Employment agencies	29	18	24	18
Other library sources	29	18	18	13
Other	7	4	8	6
None of the above	0	0	2	1

ANALYSIS OF DATA

There was a high correlation between those sources of occupational information used by the subjects and ranked as best by the subjects in both the pre and post survey when the VIEW variable was removed, ($P=.912, \alpha=.01$). However, when the VIEW variable is included, the correlation drops considerably to a non-significant level, ($P=.587$). This was expected as the VIEW variable was introduced after the pre-survey.

Table II shows the difference in the ranking of the various sources of occupational information by both the group exposed to VIEW and the group not exposed to VIEW. Each subject was asked to rank the best three sources of occupational information. The first six rankings are listed in Table II. Immediately following this table is a figure showing percentage change between the pre-test and post test for both the experimental and the control group.

TABLE II
TOP SIX RATINGS OF OCCUPATIONAL INFORMATION GIVEN BY STUDENTS.

Experimental		Control	
Source	Rank	Source	Rank
VIEW	1	Books	1
Books	2	Work Experience	2
Work Experience	3	Pamphlets & Brochures	3
Film or Film Strips	4	Newspapers	4
Newspapers	5	Film or Film Strips	5
Field Trips	6	Field Trips	6

FIGURE 1
PERCENT CHANGE
BETWEEN PRE-TEST AND POST TEST

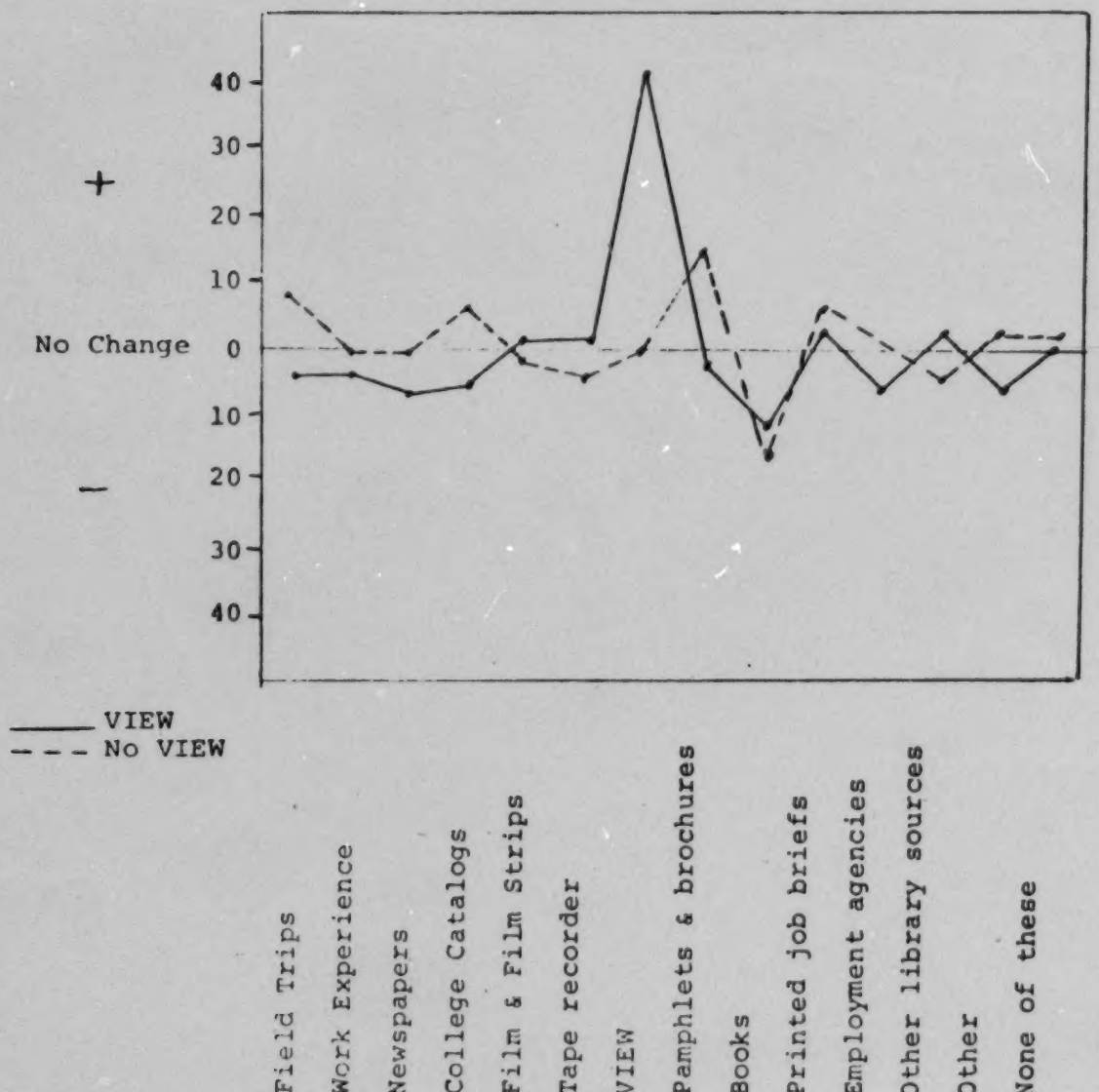


TABLE III

PERCENTAGE INCREASE OR DECREASE IN PRE-POST TEST SCORES REGARDING WHAT THE STUDENTS INDICATED THEY WOULD LIKE TO BE DOING IN FIVE YEARS.

	Percent Increase or Decrease	
	V I E W	N O V I E W
Attending a four-year college and not working.	-4	+6
Attending a community college and not working.	0	-2
Attending a vocational school and not working.	+1	0
Attending a four-year college, community college, or vocational school and working part-time.	+2	-4
Working full time.	+4	+2
Serving in the military.	-2	-2
Other.	-1	-1

Table II reveals a considerable change between those students exposed to VIEW and those students not exposed to VIEW in their intent to attend a four-year college full time. There is also a difference of six percentage points for those intending to work part time as indicated in the table above.

Table IV shows that after exposure to VIEW there are less students having plans to enter a specific occupation. Exposure to VIEW seemed to indicate that those students planning to enter an occupation felt more confident about finding employment in the immediate area than those not being exposed to VIEW.

TABLE IV

PERCENT CHANGE AND DIFFERENCE OF EXPERIMENTAL AND CONTROL REGARDING PLANS TO ENTER OCCUPATION AND CONFIDENCE OF EMPLOYMENT.

	V I E W	N O V I E W	TOTAL
	% Change	% Change	Difference
Students having plans to enter a specific occupation.	-11	+1	12%
Students planning to enter an occupation in which they could find employment in the area.	+10	-6	16%

Another interesting phenomenon was observed in the increase in the percentage of students who planned to work while attending post-secondary school. Eleven percent more of the students exposed to VIEW indicated that they planned to work while attending post-secondary school than those not being exposed to VIEW.

Table V shows the percentage increase of students who indicated they intended to work while attending post-secondary school.

TABLE V

COMPARISON OF PERCENTAGE INCREASE OF STUDENTS EXPECTING TO WORK AND ATTEND POST SECONDARY SCHOOL

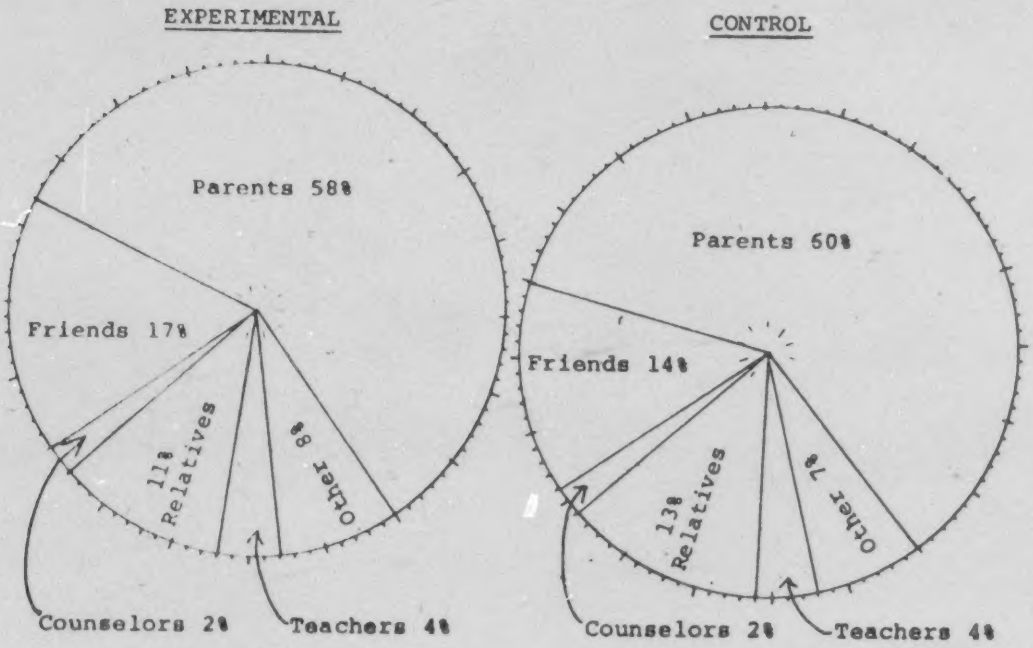
	Pre-Test	Post Test	Percent Increase
Experimental (VIEW)	66	80	14
Control (No VIEW)	65	68	3

While there was no significant difference between the pre and post tests as to the person having the most influence on the student's future plans, some interesting phenomena were observed. Parents, friends, and relatives comprised over 85 percent of the students' responses as to the person having the most influence on their future plans. Counselors and teachers were listed as the predominant influencing agent between five and six percent of the time. Parents were by far the most predominant influence on the student's future plans. Parents in all cases accounted for close to 60 percent of the choices on this item.

Figure 2 indicates the percentage of responses in both groups as to who had the most influence on their future plans.

FIGURE 2

SHOWING THE MEAN RESPONSES OF BOTH CONTROL AND EXPERIMENTAL GROUP AS TO THE PERSON HAVING THE MOST INFLUENCE ON THE STUDENTS' FUTURE PLANS.



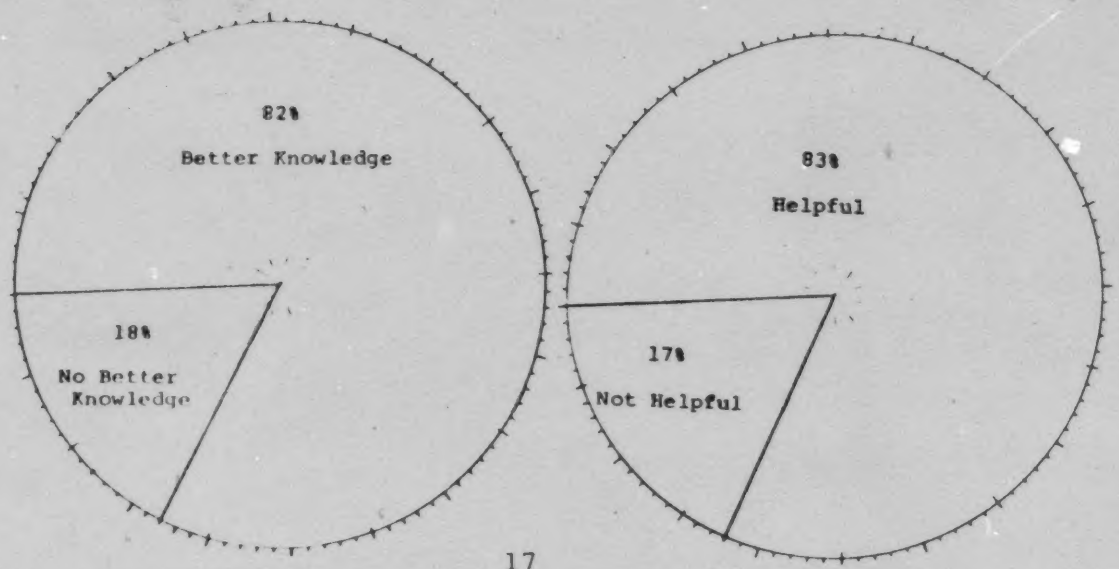
Student Reaction To VIEW

That group of students exposed to VIEW was asked to complete an additional page on the post survey which attempted to determine the students reacion to VIEW. The following analysis is based on the information gathered from these questions. A copy of these questions appear in the post survey in Appendix F.

A total of 459 students completed this portion of the survey, indicating they had used VIEW sometime during the period under study. Of those students using VIEW, 83 percent indicated it was helpful to them. Eighty-two percent of the students indicated they had a better knowledge of jobs available in the community after using VIEW. These percentages are graphically presented in Figure 3 below.

FIGURE 3

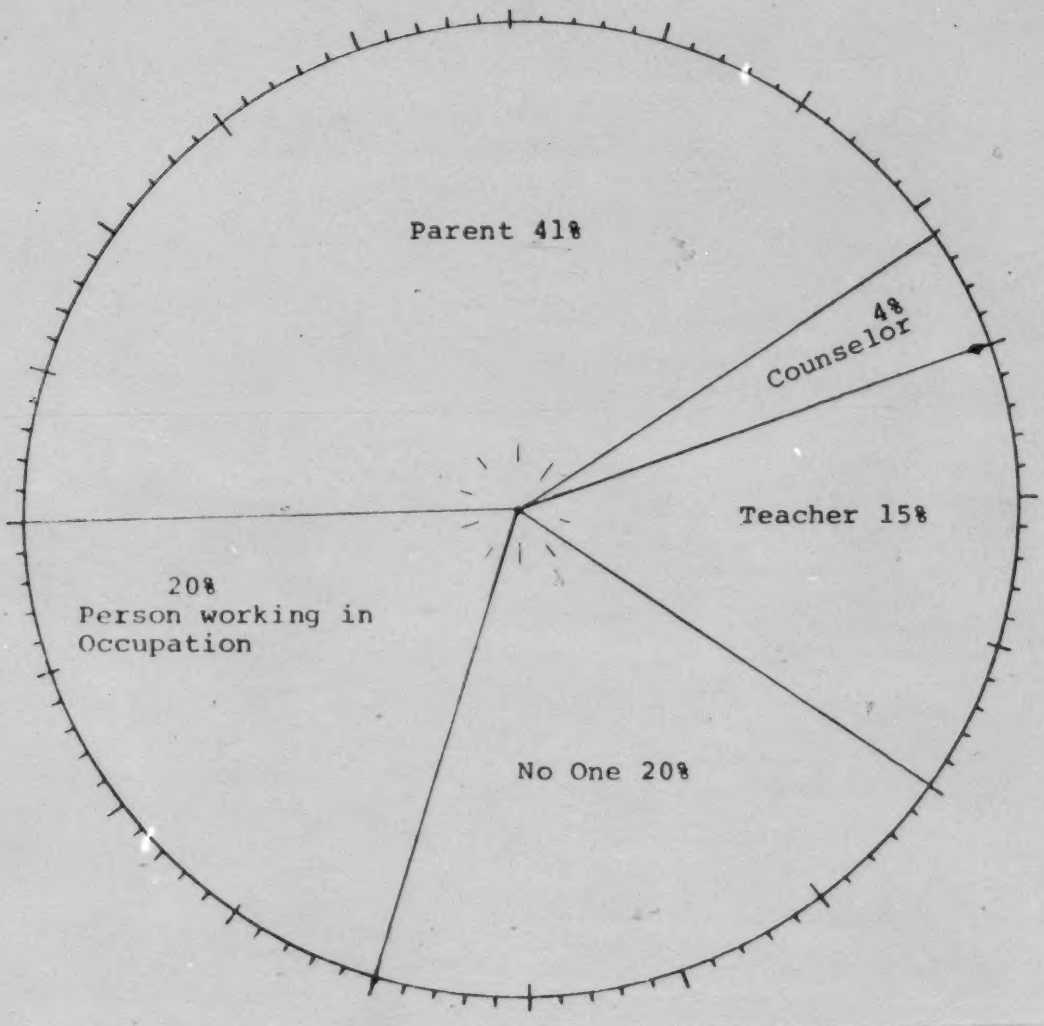
PERCENTAGE OF STUDENTS FEELING VIEW WAS HELPFUL IN MAKING THEM MORE KNOWLEDGEABLE ABOUT OCCUPATIONS IN THEIR RESPECTIVE COMMUNITIES.



Of those students using VIEW, 68 percent made at least one print-out of some job description. It was assumed that if print-outs were made, they were discussed with someone. The data gathered indicated that 20 percent of those students making print-outs gave not indication of having discussed these with anyone. Figure 4 graphically illustrates the percentage of students discussing print-outs with various people.

FIGURE 4

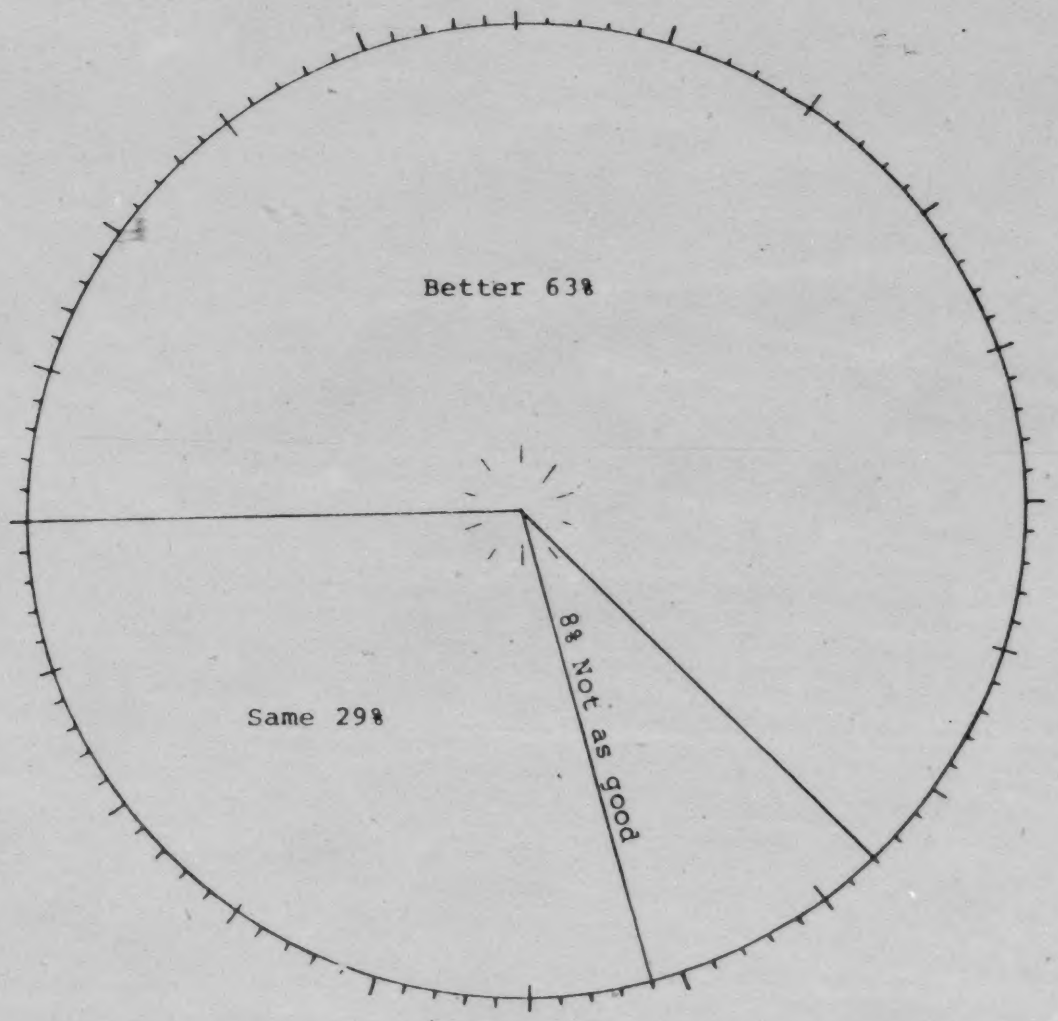
PERCENTAGE OF STUDENTS DISCUSSING
VIEW PRINT-OUTS WITH VARIOUS PEOPLE.



Only 72 percent of the students using VIEW indicated that they felt the job descriptions provided enough information about each occupation. However, a clear majority of the students indicated that they felt VIEW was better than other sources of occupational information available in their school. Figure 5 represents how the students responded to this question.

FIGURE 5

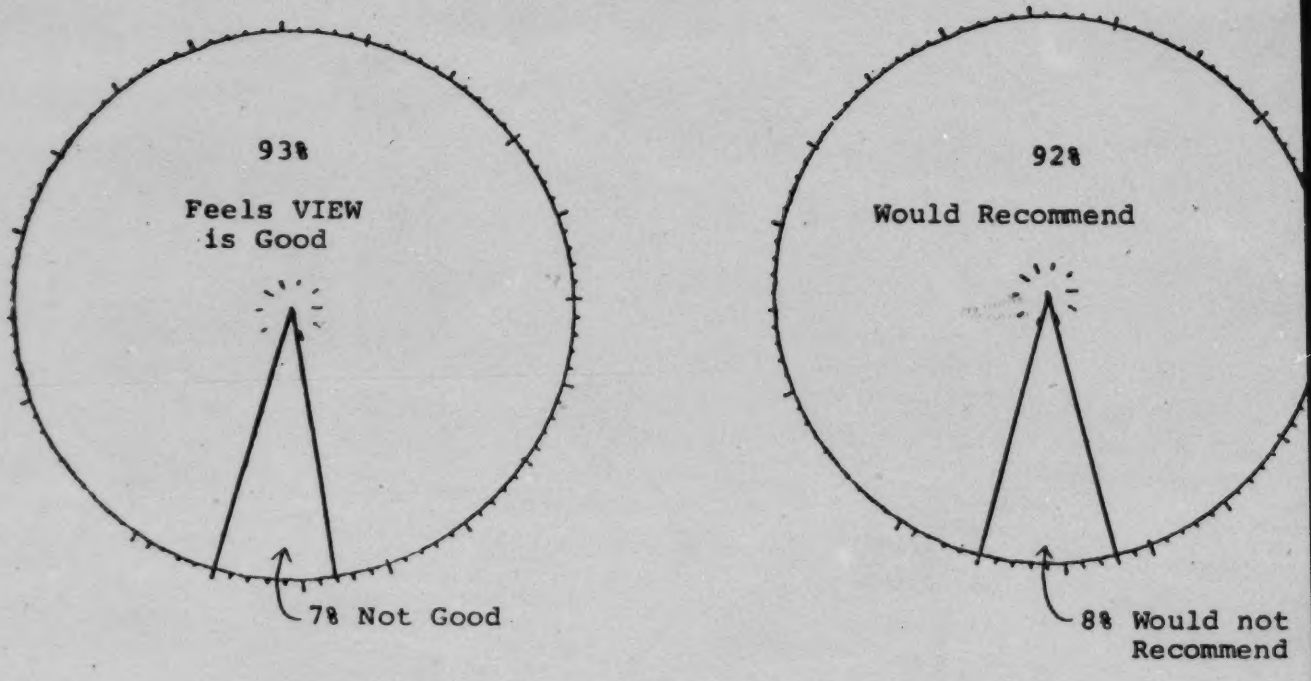
PERCENTAGE OF STUDENTS RATING VIEW IN COMPARISON TO OTHER OCCUPATIONAL INFORMATION AVAILABLE IN SCHOOLS.



Of the students using VIEW, 93 percent indicated they felt that this was a good way to study about jobs in their particular geographic area. While 93 percent felt VIEW was good, only 92 percent indicated they would recommend VIEW to their friends. Figure 6 indicates how the students responded to these two questions.

FIGURE 6

PERCENTAGE OF STUDENTS FEELING VIEW
WAS GOOD AND WOULD RECOMMEND TO FRIENDS



An interesting phenomenon was observed when nearly one-third of the students using VIEW indicated that either or both their educational plans or their future career plans had changed as a result of VIEW. Table VI shows the number and percentage of students indicating their educational plans and/or their future career plans had changed due to exposure to VIEW.

TABLE VI

STUDENTS INDICATING
CHANGE OF PLANS DUE TO VIEW

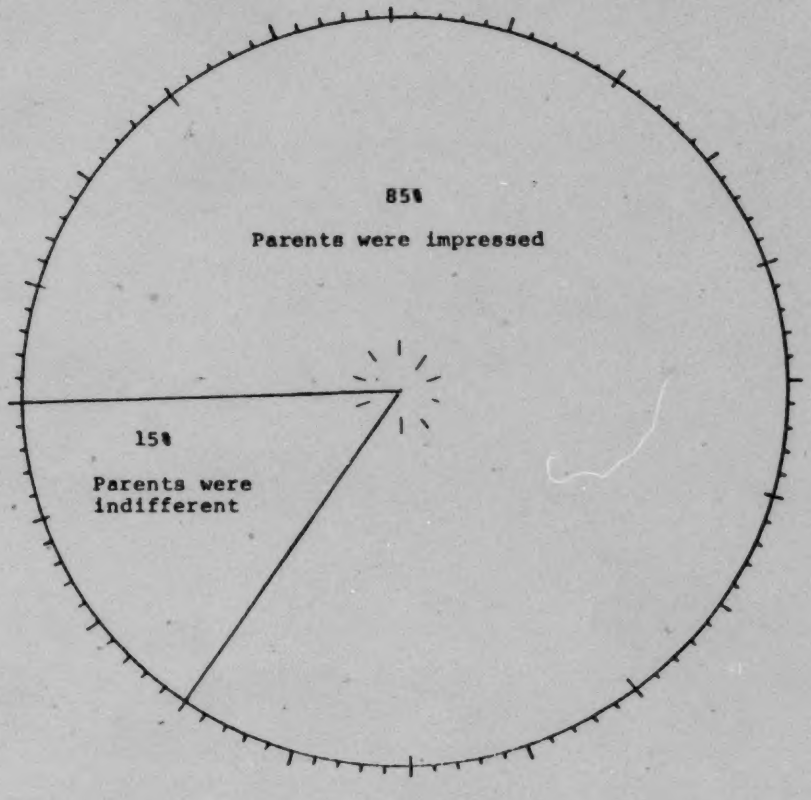
	Changed		Did not Change	
	Number	Percentage	Number	Percentage
Educational Plans	144	31	315	69
Future Career Plans	135	29	324	71

One of the most gratifying results obtained from this survey was the students who indicated their parents response after discussing the print-outs with them. Of the students making print-outs of VIEW, 186 or 41% (see Table I) indicated that they discussed the print-outs with their parents. Of those students who indicated they discussed one or more VIEW print-outs with their parents, 85 percent indicated their parents were impressed with

this type of occupational information. Figure 7 illustrates how the students felt about their parents reaction to the VIEW print-outs.

FIGURE 7

PARENTS REACTION TO VIEW PRINT-OUTS



COUNSELOR-TEACHER EVALUATION

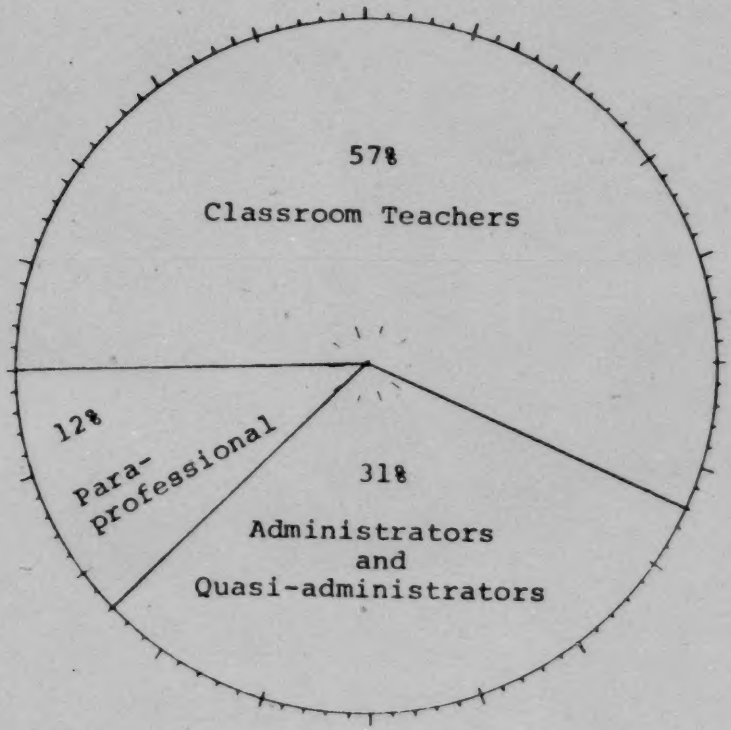
In an attempt to obtain feedback from professional personnel on their reactions to VIEW, forty-seven professional and/or para-professional personnel were asked to complete questionnaires. An

adaptation of the counselor reaction questionnaire used by the Florida VIEW Center was used to gather this information. A copy of this questionnaire appears in Appendix 4.

Eighty five percent of the respondents were not the persons primarily responsible for the VIEW project in their school. Only 21 percent of the respondents were counselors or librarians. Seventy-nine percent were listed in the other category on this question. Figure 8 graphically portrays the makeup of this 79 percent of the respondents.

FIGURE 8

PERCENTAGE BREAKDOWN OF RESPONDENTS TO PROFESSIONAL PERSONNEL QUESTIONNAIRE THAT WERE NOT COUNSELORS OR LIBRARIANS. N=37

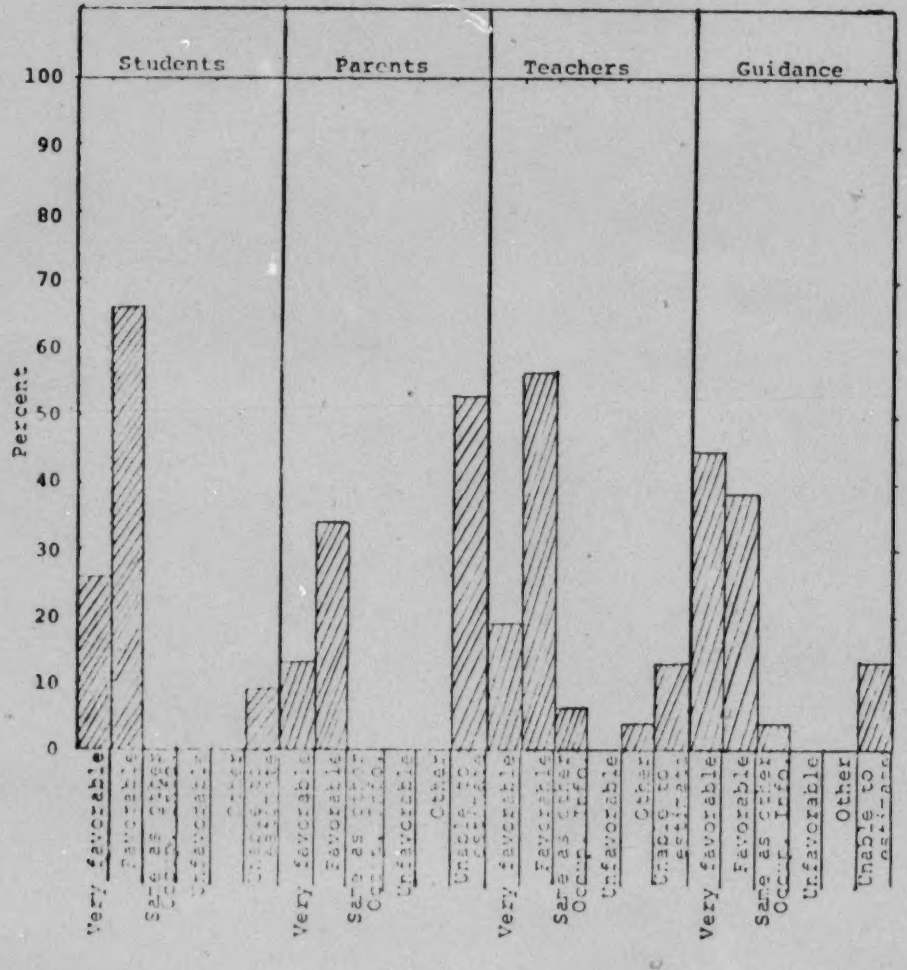


The 57 percent classroom teachers who are represented in the figure above represents teachers from the following disciplines; Science, Language Arts, Industrial Arts, Home Economics and Social Studies.

Figure 9 is representative of the responses given by the 47 respondents to the questionnaire as to their estimate of the reaction to VIEW by the students, parents, teachers and guidance personnel.

FIGURE 9

RESPONDENTS ESTIMATES OF REACTION TO VIEW BY VARIOUS GROUPS. N=47



Seventy-seven percent of the 47 respondents to the professional questionnaire indicated that they felt the use of other types of vocational information by students had increased since VIEW was placed in the school. Since VIEW was placed in the school, 75 percent of the respondents estimated that participation and/or interest by the total school staff in the vocational aspect of their guidance service had increased. Eighty-four percent estimated the effectiveness of their vocational guidance program had increased since VIEW had been introduced in the school.

Seventy-two percent of the respondents indicated that VIEW materials were used by teachers in classroom activities. However, only 36 percent indicated they themselves had used VIEW materials in classroom activities. The respondents were asked to describe briefly the ways in which the VIEW materials were used in classroom activities. A compilation of these brief descriptions appear in Appendix E.

The professional personnel were asked to rank a series of aspects of the VIEW project according to how valuable they found these aspects. This series of aspects appear in Item 13 of the Professional Personnel Questionnaire in Appendix 4.

VIEW as an up-to-date source of occupational information was the aspect found most valuable by a large majority of the respondents. The second most valuable aspect as rated by the respondents was that VIEW provided a motiviation for non-college bound students to initiate career planning. VIEW as a source of local training opportunity information was rated as the third most valuable as-

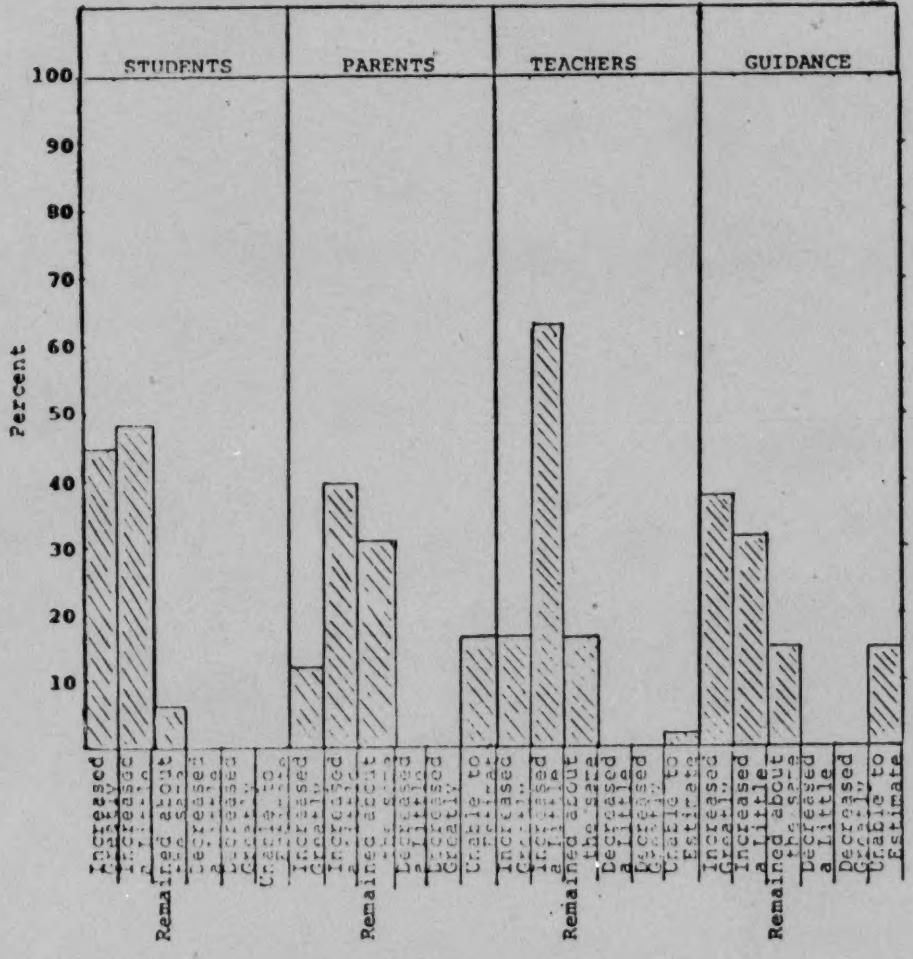
pect, followed closely by the aspect that VIEW provided more time for the respondents to work with the college bound.

Thirty percent of the respondents had observed instances where VIEW had affected the career decision-making process of students.

Figure 10 represents the respondents' feelings concerning the awareness and interest by various groups of individuals after the VIEW materials were received.

FIGURE 10

AWARENESS AND INTEREST BY VARIOUS GROUPS TOWARD OCCUPATIONAL INFORMATION AFTER INTRODUCTION OF VIEW



TABULATION OF VIEW USER EVALUATION FORMS

During the approximate 16 weeks the VIEW field study was in progress each student using the VIEW cards was asked to fill out a user evaluation form each time he or she used the machine. These forms were in a pad located by each machine. This form was an adaptation of the user evaluation form the coordinator helped develop to be used in the Kansas VIEW program. A copy of this form appears in Appendix G. This form was designed to get the maximum amount of evaluation while at the same time trying to determine those occupations of most interest to the students. By determining those occupations for which the student shows the most interest and cross referencing these with occupations showing the greatest demand, it is hoped that much useful information for vocational guidance can be obtained.

During this approximate 16 week study, these forms were picked up at approximately five week intervals. Each time these forms were picked up, the information was run through the computer and analyzed. In addition to the ten schools the machines were placed in originally, one machine was located on the Career Express which moved around the Region from school to school. All students using the VIEW were asked to fill out user evaluation forms.

Table VII shows a complete tabulation of these user evaluation forms for each of the three collections and the Career Express. In addition, this table includes those occupations referenced most and those occupations of which print-outs were made most often.

TABLE VII

COMPILATION OF MATERIAL ON USER EVALUATION FORMS FOR THREE COLLECTIONS AND CAREER EXPRESS

ITEM	1st Collection	2nd Collection	3rd Collection	Career Express
Number of Print-outs	1,154	1,299	1,432	845
Number of Students Making Prints	312	532	719	333
Copies Per Student	1,390	1,205	1,558	2,253
Total Number of Respondents	830	1,078	919	375
Males	480	616	489	214
Females	350	462	430	161
Cards Read Today				
One	69.8%	71.8%	71.5%	58.7%
Two	15.3%	13.4%	16.5%	16.3%
Three	5.1%	4.9%	5.1%	6.9%
Four or More	6.1%	9.7%	6.9%	18.1%
Number of Times Used Including Today				
One	60.6%	55.8%	50.4%	77.9%
Two	18.8%	20.1%	23.1%	15.7%
Three	9.3%	7.0%	11.1%	2.9%
Four or More	11.3%	16.1%	15.5%	3.5%
Plan to Discuss With				
Counselor	5.7%	9.7%	6.6%	19.2%
Teacher	6.9%	6.0%	12.4%	12.5%
Parent	58.1%	60.9%	62.8%	63.2%
Other	16.0%	20.6%	18.2%	5.1%

TABLE VII (Con't)

ITEM	1st Collection	2nd Collection	3rd Collection	Career Express
Information Helpful	%	%	%	%
Strongly Agree	39.9	38.9	42.4	36.3
Agree	50.1	50.4	50.1	55.7
Don't Know	9.1	8.2	6.2	7.5
Disagree	0.5	1.0	.8	0
Strongly Disagree	0.4	1.4	.5	.5
Information Understandable				
Strongly Agree	32.9	35.8	34.8	35.5
Agree	59.9	54.3	56.1	56.8
Don't Know	4.6	6.9	8.1	6.7
Disagree	1.8	1.6	.5	0
Strongly Disagree	0.9	1.4	.4	1.1
Would Recommend				
Strongly Agree	46.6	47.4	48.5	49.1
Agree	41.4	40.4	40.7	41.9
Don't Know	9.7	9.1	9.6	8.5
Disagree	1.0	0.8	.5	0
Strongly Disagree	1.3	2.3	.7	.5

TABLE VII (Con't)

FIRST COLLECTION
Occupations Referenced

Frequency	D.O.T.	Title
48	368999	Armed Forces
35	201368018	Secretary
34	075378014	Nurse Registered (R.N.)
33	620281086	Motorcycle Mechanic
31	620281014	Automobile Mechanic
28	095338	Teacher Aide
27	332271010	Beauty Operator
21	078368030	X-Ray Technician
20	860381026	Carpenter
20	850781010	Miner
20	810884018	Welder
18	375268030	Policeman (Patrolman)
17	079368022	Medical Assistant
16	355878034	Nurse Aide
16	913463010	Bus Driver
15	824281014	Electrician
13	313131010	Cook and Chef
13	413181010	Livestock Farmer (Cattle)
11	235862026	Telephone Operator
10	311878058	Waitress and Waiter
10	219488010	Accounting Clerk

456 = 54.9% of occupations referenced

OCCUPATIONS PRINTED OUT

Frequency	D.O.T.	Title
18	368999	Armed Forces
16	620281014	Automobile Mechanic
14	095338	Teacher Aide
12	810884018	Welder
10	860381026	Carpenter
10	332271010	Beauty Operator
9	850781010	Miner
9	355878034	Nurse Aide

98 = 31.0 % of occupations printed

SECOND COLLECTION
Occupations Referenced

Frequency	D.O.T.	Title
66	620281014	Automobile Mechanic
64	368999	Armed Forces
60	201368018	Secretary
58	075378014	Nurse Registered (R.N.)
47	332271010	Beauty Operator

TABLE VII (Con't)

Frequency	D.O.T.	Title
45	375268030	Policeman (Patrolman)
45	620281086	Motorcycle Mechanic
37	824281014	Electrician
32	095338	Teacher Aide
31	078368030	X-Ray Technician
29	355878034	Nurse Aide
25	017281038	Draftsman
25	860381026	Carpenter
23	203588018	Typist
22	079378010	Dental Assistant
22	810884018	Welder
19	079378026	Nurse Licensed Practical
18	186168010	Bank Teller
18	421181010	Farm Operator
17	237368038	Receptionist
16	311878058	Waitress and Waiter
16	313131010	Cook and Chef
16	079368022	Medical Assistant
16	828281022	Electronics Technician
15	625281010	Diesel Mechanic
15	373884014	Fireman
14	620281074	Mechanic Maintenance
14	235862026	Telephone Operator
14	413181010	Livestock Farmer (Cattle)
13	913463010	Bus Driver
12	280358014	Automobile Salesman
11	787782290	Sewing Machine Operator
11	290877010	Grocery Clerk
10	807381010	Automobile Body Repairman

896 = 83% of occupations referenced

OCCUPATIONS PRINTED OUT

Frequency	D.O.T.	Title
33	201368018	Secretary
28	368999	Armed Forces
26	075378014	Nurse Registered (R.N.)
25	620281014	Automobile Mechanic
23	332271010	Beauty Operator
21	824281014	Electrician
20	095338	Teachers Aide
19	375268030	Policeman (Patrolman)
19	620281086	Motorcycle Mechanic
14	810884018	Welder
14	078368030	X-Ray Technician
12	186168010	Bank Teller
12	421181010	Farm Operator
10	017281038	Draftsman
10	311878058	Waitress and Waiter

TABLE VII (Con't)

Frequency	D.O.T.	Title
10	860381026	Carpenter
9	203588018	Typist
9	828281022	Electronic Technician

314 = 59% of occupations printed

THIRD COLLECTION
Occupations Referenced

Frequency	D.O.T.	Title
81	201368018	Secretary
57	075378014	Registered Nurse
49	620281086	Motorcycle Mechanic
40	368999	Armed Forces
36	332271010	Beauty Operator
36	620281014	Automobile Mechanic
30	095338	Teacher Aide
28	203588018	Typist
26	017281038	Draftsman
26	078368030	X-Ray Technician

409 = 44.5% of the occupations referenced

OCCUPATIONS PRINTED OUT

Frequency	D.O.T.	Title
65	201368018	Secretary
38	075378014	Registered Nurse
36	620281086	Motorcycle Mechanic
30	620281014	Automobile Mechanic
30	332271010	Beauty Operator
28	368999	Armed Forces
23	095338	Teacher Aide
21	079368022	Medical Assistant
20	078368030	X-Ray Technician
20	017281038	Draftsman

311 = 33.9% of occupations printed out by students

TABLE VII (Con't)

Career Express
Occupations Referenced

Frequency	D.O.T.	Title
32	620281014	Automobile Mechanic
25	201368018	Secretary
21	075378014	Registered Nurse
18	810884018	Welder
17	368999	Armed Forces
16	079378010	Dental Assistant
16	824281014	Electrician
15	332271010	Beauty Operator
13	828281022	Electronics Technician
12	078368030	X-Ray Technician

185 = 49.3% of occupations referenced

OCCUPATIONS PRINTED OUT

Frequency	D.O.T.	Title
29	620281014	Automobile Mechanic
24	201368018	Secretary
17	075378014	Registered Nurse
15	368999	Armed Forces
15	824281014	Electrician
15	810884018	Welder
14	332271010	Beauty Operator
14	079378010	Dental Assistant
12	828281022	Electronics Technician
11	078368030	X-Ray Technician

166 = 44.1% of occupations printed out

Upon termination of the field study, the remainder of the user evaluation forms were collected from the Career Express and the entire collection was analyzed. Table VIII shows the results of the tabulation of all the user evaluation forms combined. This table also includes the top ten occupations referenced and printed out.

TABLE VIII

GRAND TOTAL
(1st, 2nd, 3rd Collections and Career Express Combined)

ITEM	Combined Total-Percent
Number of Print-outs	4,303
Number of Students Making Print-outs	1,750
Copies Per Student	1.413
Total Number of Respondents	3,046
Males	1,704
Females	1,342
Cards Read Today	
One	70.3%
Two	14.7%
Three	5.1%
Four or More	8.9%
Number of Times Used Including Today	
One	57.4%
Two	20.2%
Three	8.8%
Four or More	13.6%

TABLE VIII (Con't)

ITEM	Combined Total-Percent
Plan to Discuss With	
Counselor	9.0%
Teacher	8.5%
Parent	60.6%
Other	17.4%
Information Helpful	
Strongly Agree	39.9%
Agree	50.8%
Don't Know	7.8%
Disagree	.7%
Strongly Disagree	.8%
Information Understandable	
Strongly Agree	34.4%
Agree	56.8%
Don't Know	6.6%
Disagree	1.2%
Strongly Disagree	.9%
Would Recommend	
Strongly Agree	47.1%
Agree	41.4%
Don't Know	9.4%
Disagree	.7%
Strongly Disagree	1.4%

TABLE VIII (Con't)

TOP TEN
Occupations Referenced

Frequency	D.O.T.	Title
184	201368018	Secretary
163	075378014	Registered Nurse
160	368999	Armed Forces
152	620281014	Automobile Mechanic
121	620281086	Motorcycle Mechanic
116	332271010	Beauty Operator
92	095338	Teacher Aide
90	375268030	Policeman (Patrolman)
86	078368030	X-Ray Technician
74	355878034	Nurse Aide

1238 = 40.6% of all occupations referenced

TOP TEN
Occupations Printed Out

Frequency	D.O.T.	Title
123	201368018	Secretary
95	075378014	Registered Nurse
89	620281014	Automobile Mechanic
82	368999	Armed Forces
68	332271010	Beauty Operator
65	620281086	Motorcycle Mechanic
59	095338	Teacher Aide
52	078368030	X-Ray Technician
52	824281014	Electrician
47	810884018	Welder

732 = 26.5% of occupations printed out

ANALYSIS OF INFORMATION FROM USER FORMS

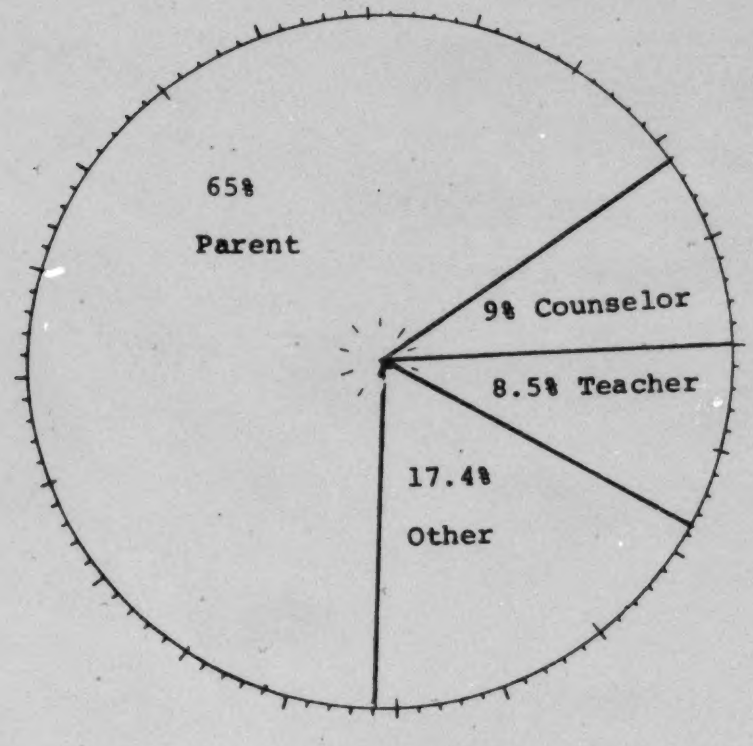
The VIEW information was used 3,046 times during the period under study. Including the machine on the Career Express there were 11 machines used during the time period under study. This is an average of approximately 277 times each machine was used during the study. Each machine was used an average of approximately 55 times a week or 11 times a day. There were 4,303 print-outs made of the 100 occupations in the VIEW deck. Slightly over 57 percent of those students using VIEW made print-outs. This is an average of not quite one and one-half print-out per student. Of those students using the VIEW materials, 56 percent were males and 44 percent females.

It is evident from observing the data in Table VII and VIII that the use of the VIEW materials increased the longer the students were exposed to it. This is apparent from the increase in the number of times the materials were used.

The information obtained from the VIEW user evaluation forms indicates a close correlation between these forms and the pre-post survey, as to with whom they planned to discuss this information. Figure 11 represents how the students as a whole responded to the question concerning with whom they planned to discuss the material. However, this same question in Table VII should be studied before drawing any conclusions. While not significant, there did seem to be an increase in the percentage of students planning to discuss the material with either teachers or counselors.

FIGURE 11

PERCENTAGE OF STUDENTS INDICATING THEY PLANNED TO DISCUSS MATERIALS WITH VARIOUS PEOPLE AS PER USER EVALUATION FORMS

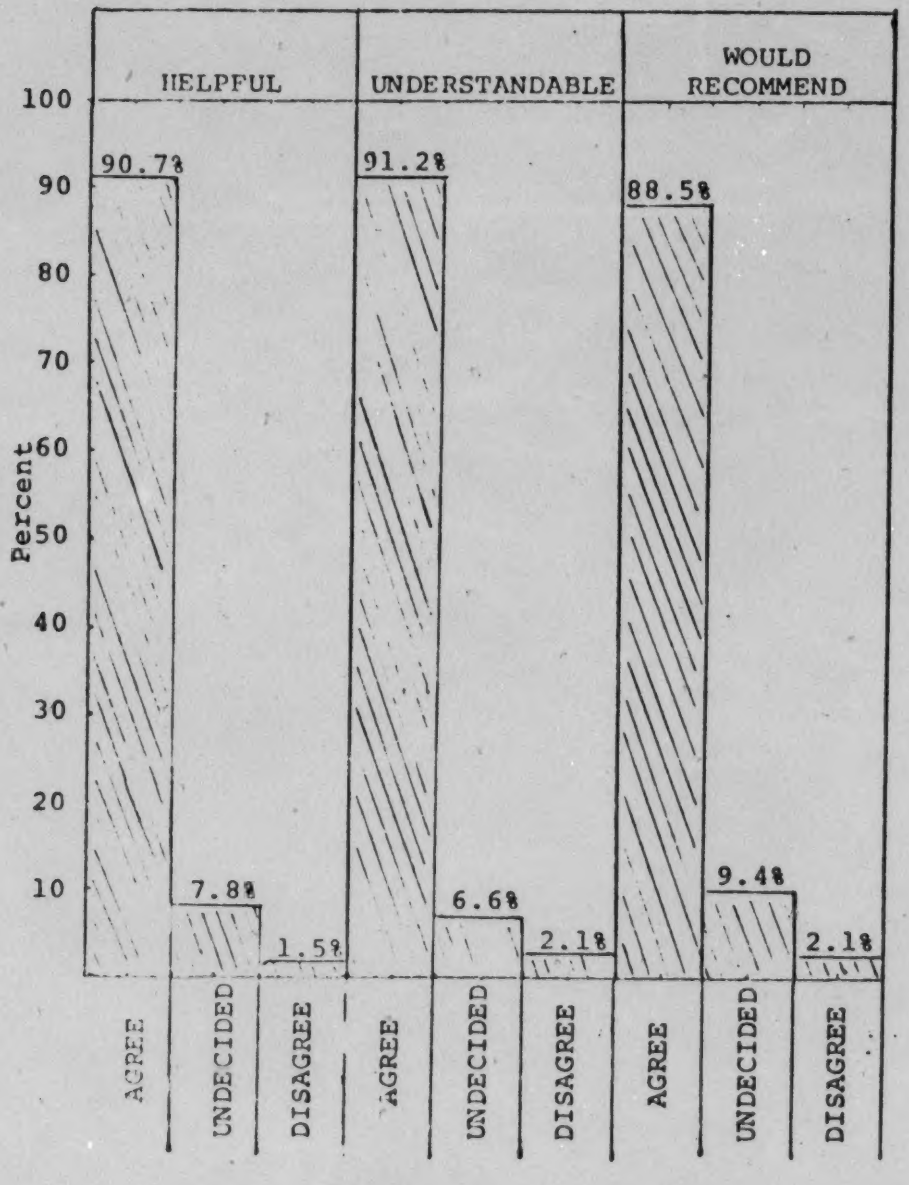


There was an overwhelming majority of the students using VIEW which felt it was both helpful and understandable, approximately 91 percent in both cases. Those students who indicated they would recommend the VIEW cards to another student for use were a little less, however, this number was still close to the 90th percentile.

Table 12 graphically pictures the responses of all 3,046 respondents to these questions.

FIGURE 12

THE PERCENTAGE OF RESPONDENTS WHICH AGREED, DISAGREED OR WERE UNDECIDED AS TO WHETHER THE INFORMATION WAS HELPFUL AND UNDERSTANDABLE AND THE PERCENTAGE WHICH WOULD RECOMMEND VIEW



CONCLUSIONS AND RECOMMENDATIONS

The introduction of VIEW into the schools as another means of occupational information had a significant affect on the ratings of occupational information available to the students. As indicated by the data presented herein, the majority of the students felt that VIEW was better than other sources of occupational information available to them and they felt it was helpful in making them more knowledgeable about occupations in their communities.

The introduction of VIEW did not have a significant effect on the person influencing the future plans of the students. This was indicated by the data presented throughout this report which indicates that approximately 60 percent of all the student relied heavily on their parents concerning career decisions. One important phenomenon observed was the fact that those students above the eighth grade seemed to rely more on their counselors and teachers. This could have been due to the fact that a counselor was present at all times during the use of the VIEW materials on the Career Express. The fact that 41 percent of those students making print-outs from the VIEW cards indicated they discussed these with their parents and that 85 percent of the parents were impressed would indicate that VIEW is a very valuable tool to be used in schools.

The acceptance of the VIEW materials by both the students and teachers is apparent from the data present here. While

the acceptance and recommendation of this source of information by the teachers was not as overwhelming as that by the students, it is apparent it was accepted by the majority in both cases.

To many school people there seems to be some concern over the cost of the printout paper for the machines. Table VIII shows the average for a student making a printout was a little less than 1.5 copies. At ten cents a sheet, this seems a small price to pay for current occupational information. Especially when one considers that approximately one-third of the students in the experimental group indicated that either or both their educational or future career plans had changed due to exposure to the VIEW program.

While the results of this study was not as conclusive as many would have liked, it is the opinion of the Coordinator of Occupational Information Utilization that this study provided ample evidence to merit the recommendation of continued expansion of this program in Kentucky.

SPECIFIC RECOMMENDATIONS:

1. VIEW be continued as a means of supplying occupational information.
2. Begin implementing VIEW on a state-wide basis through a four year phased program.
3. VIEW be made an integral part of the career education movement in the Commonwealth of Kentucky.
4. The Division of Guidance in the State Department of Education be primarily responsible for the merchandising of this information system.
5. Phase I of the state-wide implementation begin July 1, 1973 and include Vocational Education Regions 1, 2, 3 and 4.

6. The Occupational Information Unit of the Bureau of Vocational Education be primarily responsible for the production of the VIEW decks.

7. The Occupational Information Unit and the Division of Guidance Services work together in the over-all implementation of this program.

APPENDICES

APPENDIX A

TESTIMONIALS

HENDERSON CITY SCHOOLS

HENDERSON, KENTUCKY 42420

MAR 2 1973

OFFICE OF
THE SUPERINTENDENT
WILLIAM B. POSEY
34 S. GREEN STREET
P. O. BOX 535

February 28, 1973

Dr. B. Glen Davis, Coordinator
Bureau of Vocational Education
Capitol Plaza Tower
Frankfort, Kentucky 40601

Dear Dr. Davis:

The use of VIEW materials and the reader-printer was implemented into our Career Education Activities classes on January 19, 1973 at Barret Junior High School. Although this has been in operation only a short period of time the response by students and instructors has been most favorable.

Some positive points of the program are: (1) Printer-reader relatively simple to use by students (2) Information on VIEW cards is very helpful to students in answering questions and arousing interest in various careers in the world of work, especially since the job descriptions and opportunities are for jobs available in our region; (3) Data available is current and pertains to jobs readily available in this geographic area and (4) High interest characteristics for Junior High Students since they like to explore new things.

It is the opinion of personnel in this school using VIEW materials that the program is definitely an asset to the students. The Program should be expanded to include more data about more jobs in the future. Curtailment of funds now being used for VIEW would be detrimental to this very innovative program.

Sincerely,

William B. Posey

William B. Posey, Superintendent
Henderson City Schools

WBP/rr

Hancock County Public Schools
BILL C. FRANCIS, SUPERINTENDENT
HAWESVILLE, KENTUCKY 42348

MAR 1 1973

February 28, 1973

Dr. Glenn Davis
Bureau of Vocational Education
State Department of Education
Frankfort, Ky. 40601

Dear Dr. Davis:

This letter is to inform you of the favorable reactions of students, guidance counselors and teachers toward the VIEW machine in the Hancock County School System.

The VIEW is attracting students who have not used occupational information frequently, and their oral and written responses endorse the system unanimously.

The teachers and guidance counselors feel the machine allows the student to explore their own areas of interest independently. The print-out capabilities are strongly endorsed with the involvement of parents considered a vital and equal partner with the school in assisting in the vocational choice of their children.

Sincerely,

Bill C. Francis, Superintendent
Hancock County Schools

BCF/ah

"THE INDUSTRIAL GROWTH CENTER OF THE OHIO VALLEY"

UNION COUNTY BOARD OF EDUCATION

FEB 26 1973

OFFICE OF SUPERINTENDENT
MORGANFIELD, KENTUCKY 42437
TELEPHONE 389-1694

BOARD OF EDUCATION
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TOM PARRISH, FEDERAL COORDINATOR

February 22, 1973

Dr. Glen Davis
Bureau of Vocational Education
State Department of Education
Frankfort, Kentucky

Dear Dr. Davis:

This letter is to advise you of the excellent success that we have had with your Occupation Orientation Program at the Sturgis Junior High School.

I have visited the classroom and observed the use of the program and discussed with the teacher the use of the program by all of the eighth grade students and teachers. This program correlates immensely with the career units which we are using in our Junior High Schools.

Of all the equipment and materials that I have reviewed concerning career education, your viewer is the most useful.

If I can be of further help concerning this matter, please contact me at your convenience.

Sincerely,

George

Dr. George C. Overstreet
Superintendent

pc

A-3

OWENSBORO PUBLIC SCHOOLS
630 WALNUT STREET
PHONE (502) 685-3951
OWENSBORO, KENTUCKY 42301

FEB 27 1973

OFFICE OF THE SUPERINTENDENT

February 26, 1973

Dr. B. Glenn Davis
Coordinator of Occupational Education Utilization
Bureau of Vocational Education
20th Floor, Capital Plaza
Frankfort, Kentucky 40601

Dear Dr. Davis:

This letter is to inform you of how pleased we are with the VIEW Program as operating in one of our middle schools.

Although we have had some difficulty with the printer portion of the Reader Printer, the information available to youngsters is certainly valuable. The program is receiving increasing use by the students in our middle schools and we are hopeful that the program can be expanded to include our two other middle schools during the next school year.

I do hope that the proposed funding cuts at the federal level have no effect on this program because it is a valuable adjunct to our total program of career education.

Thank you for making the program available to us even on the limited basis which it must be provided.

Sincerely yours,

James C. Hilliard
Superintendent

JCH/bps

DAVIESS COUNTY PUBLIC SCHOOLS
F. T. BURNS, SUPERINTENDENT
OWENSBORO
KENTUCKY 42301

GLENN R. DUNCAN
ASSISTANT SUPERINTENDENT

L. E. WILSON
ASSISTANT SUPERINTENDENT

February 21, 1973

FEB 23 1973

Mr. Glenn Davis, Coordinator
Occupation Information Utilization
20th Floor Capitol Plaza
Frankfort, Kentucky 40601

Dear Mr. Davis:

From my observation we have not participated in the Vocational Information Education and Work Program long enough to give an accurate evaluation of the program. However, students have been given pretests for occupational information and attitude about work. Students have been using the printer-reader machine more each week we have operated.

In my estimation, the potential for this program certainly is very promising. Volunteer mothers have made complimentary remarks about the View Program, and they have stated they wished they had been given the opportunity students are now being given through this program.

Sincerely,

F. T. Burns

F. T. Burns, Superintendent

FTB:pvc

PROVIDENCE PUBLIC SCHOOLS

GEORGE WOOTON, SUPERINTENDENT
PROVIDENCE, KENTUCKY 42450

February 2, 1973

Dr. Glen Davis
Vocational Education Division
Frankfort, KY 42450

Dear Dr. Davis:

The 3M service man has serviced our machine as of February 2, 1973. It seems to be in perfect working order at this time

We definitely appreciated having this machine in our school and feel that are students are benefitting from the experience.

Cordially,

George B. Wooton, sc

George B. Wooton
Superintendent

bsc

McLean County Schools

Richard Hopkins, SUPERINTENDENT

CALHOUN, KENTUCKY 42327

FEB 21 1973

February 20, 1973

Dr. Glenn Davis
Coordinator Occupational Information
Capitol Plaza 20th Floor
Frankfort, Kentucky 40601

Dear Dr. Davis:

The program initiated by you concerning "View" has been a great step forward for our students and faculty. We have found this to be most beneficial to the boys and girls in broadening their knowledge of many vocations which were foreign to their knowledge. This program certainly serves as a "shot-in-the-arm" for creating more student interest. I certainly hope that Vocational Education will be in position not only to continue this program but to add aditional units so that all of our children can have access to the valuable attraction.

Sincerely,

Richard Hopkins

Richard Hopkins, Superintendent
McLean County Schools

RH/lm

PROVIDENCE PUBLIC SCHOOLS

GEORGE WOOTON, SUPERINTENDENT
PROVIDENCE, KENTUCKY 42450

February 20, 1973

FEB 21 1973

Dr. Glen Davis
Coordinator Occupational
Information and Utilization
Bureau of Vocational Education
Department of Education
Frankfort, KY 40601

Dear Dr. Davis:

We are pleased to inform you that the Reader Printer has been well received in our school. Our main concentration has been with the eighth grade students as you requested, although we demonstrated the use of the machine to the sixth and seventh grade students. They too, show a real interest in the machine.

We used the view machine in our last faculty meeting; however this has caused a problem because many of our high school teachers want to use the program.

I personally felt that the machine would not be used after the novelty wore off, but this has not been the case. It is being utilized as much now by eighth grade students as when we first received it.

I might further add that Don Newman stated that our machine has been used more extensively than any other in this region. We were pleased to hear this.

I feel the Reader Printer is serving a worthwhile purpose in our school. The students are receiving information here that will be invaluable to them in later years. This added greatly to our Career Education Program.

I take this opportunity to thank you personally for the services that you and your staff are doing for us and other schools in Western Kentucky.

Cordially,

George Wooton

George B. Wooton
Superintendent

CC: Dr. Carl Lamar
Dr. Floyd McKinney

Henderson County Schools

TELEPHONES: SUPERINTENDENT'S OFFICE 826-9578
DIRECTOR OF PUPIL PERSONNEL 826-9579
1805 SECOND STREET
HENDERSON, KENTUCKY 42420

March 5, 1973

MAR 6 1973

Dr. B. Glen Davis, Coordinator
Occupational Information Unit
Division of Vocational Program Management
Department of Education
Frankfort, Kentucky 40601

Dear Dr. Davis:

It has been a little over a month since the V.I.E.W. system for exploring occupational information was installed in the Middle School. I would like to pass along some of my early observations gleaned from discussions with the various personnel in charge of implementing and monitoring the program.

The V.I.E.W. reader-printer has been received quite well by Middle School students. There has been considerable use of the machine to date. Of course, some of the students have used it as a novelty kind of thing, but this is not necessarily undesirable. a "gimmick" is sometimes an advantage in reaching some students. They may learn something they didn't intend to learn by using the machine, for whatever reason.

Early reports indicate that the V.I.E.W. system may serve to refer youngsters to other sources of information, such as the guidance counselor, career education coordinator, occupational outlook handbook, etc. However, even if the student does not seek additional information, there is much vital information presented on each occupation. The V.I.E.W. project staff is to be commended for their wise decision to condense the information into a realistic amount of reading matter. Students at this age will not read a great deal of material unless they have a real need for certain information. Even then too many want to read as little as possible. The V.I.E.W. program provides a concise, pertinent source of information, in large easily read print. The print-out capability of the reader-printer is both an advantage and a disadvantage. We have tried to hold down misuse of this aspect of the system by close monitoring by our librarian. The advantage of being able to print out information far outweighs the disadvantages.

Our personnel have judged the V.I.E.W. system as a successful venture to date. We can be more successful with it and other sources of career information if our staff members commit themselves to making better use of the available resources.

We are pleased to be a part of the pilot project and hope that other systems have experienced similar success. It is our hope that the project will be extended so that our high school youngsters may also benefit from this tool in their preparation for the world of work.

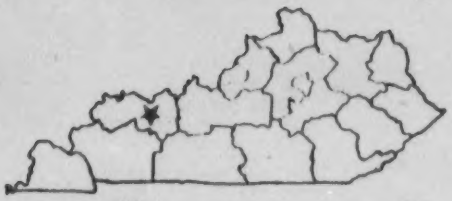
Sincerely,

James E. Guess, Assistant Superintendent
Henderson County Schools

JG:ep

APPENDIX B

SAMPLE OF VIEW SCRIPT



KENTUCKY VIEW

VOCATIONAL INFORMATION FOR EDUCATION AND WORK

R.Date: 1/73

Job Title: WAITRESS AND WAITER
O.E. Code: 17.2904
D.O.T. No: 311.878-058

JOB DESCRIPTION

WAITERS AND WAITRESSES WORK IN MANY KINDS OF EATING PLACES SUCH AS EDUCATIONAL INSTITUTIONS, HOSPITALS, HOTELS, SMALL LUNCHROOMS AND LARGE NIGHT CLUBS. THE ACTUAL JOB IS MUCH THE SAME IN ALL PLACES. THE WAY THE WORKER GOES ABOUT HIS JOB DEPENDS ON WHETHER IT IS A "GRAB A BITE" FAST SERVICE RESTAURANT OR A FORMAL RESTAURANT WHERE THE WAITRESS IS EXPECTED TO BE ABLE TO SERVE FOOD PROPERLY, GRACEFULLY, AND QUICKLY. IN SOME RESTAURANTS, WAITERS AND WAITRESSES SET TABLES, CLEAR TABLES AND PREPARE FOOD. WHEREVER WAITERS AND WAITRESSES WORK THEY MUST KNOW THE MENU WELL.

REQUIREMENTS AND QUALIFICATIONS

Personal Traits

ABILITY TO SERVE FOOD QUIETLY AND PROPERLY
PLEASANT PERSONALITY
ABILITY TO CARRY TRAYS OF FOODS

Aptitudes, Physical Abilities

SEE LOCAL GUIDANCE COUNSELOR
REFER TO D.O.T. - VOL.II - PAGE 507
PASS HEALTH EXAMINATION FOR FOOD HANDLERS LICENSE

B-1

WAITRESS AND WAITER
Job Title

PROSPECTS AND OPPORTUNITIES

Job Opportunities and Distribution

OPPORTUNITIES FOR FEMALES ARE BETTER THAN FOR MEN EXCEPT IN VERY EXPENSIVE RESTAURANTS. PART-TIME WORK IS OFTEN AVAILABLE. NEW RESTAURANTS, HIGH WORKER-TURNOVER AND MORE PEOPLE EATING OUT MEANS MORE FOOD SERVICE JOBS YEARLY.

Opportunities for Advancement

PROMOTIONS ARE LIMITED. WAITRESS MAY BECOME HEAD WAITRESS, CASHIER, HOSTESS OR SUPERVISOR. MAY MOVE TO LARGER RESTAURANT MAKING MORE TIPS. MAY GO INTO RESTAURANT BUSINESS.

JOB AND SALARY INFORMATION

The Hours

THE WAITRESS OR WAITER WILL WORK APPROXIMATELY 40 HOURS PER WEEK. NIGHT WORK AND WEEKEND WORK IS USUALLY REQUIRED.

The Pay

THE BEGINNING WAITRESS OR WAITER CAN EXPECT TO EARN APPROXIMATELY $2,600 ANNUALLY PLUS TIPS. TIPS WILL BE DETERMINED BY THE TYPE OF RESTAURANT.

Benefits

FREE MEALS WHILE WORKING

SOME EMPLOYERS FURNISH UNIFORMS

PAID VACATIONS

VIEW

WAITRESS AND WAITER
Job Title

PREPARATION AND TRAINING NEEDED

THERE ARE NO SPECIFIC EDUCATIONAL REQUIREMENTS FOR THIS WORK. YOU MUST BE 21 TO HAVE JOBS WHERE ALCOHOLIC BEVERAGES ARE SERVED. SOME HOME ECONOMICS CLASSES GIVE WAITRESS TRAINING. MOST RESTAURANTS OFFER ON-THE-JOB TRAINING.

TRAINING PROGRAMS

NO FORMAL TRAINING AVAILABLE IN REGION III.
SEE LOCAL GUIDANCE COUNSELOR FOR ON-THE-JOB TRAINING AVAILABLE IN REGION III.

WAITRESS AND WAITER
Job Title

LOCAL SOURCES OF INFORMATION

SEE LOCAL GUIDANCE COUNSELOR.

TALK WITH PARENTS AND FRIENDS.

TALK WITH SOMEONE WORKING IN THE OCCUPATION.

DISCUSS THE JOB AND ITS OPPORTUNITIES WITH AN EMPLOYER.

LOCAL OUTLOOK

THE EMPLOYMENT OUTLOOK IS EXPECTED TO BE GOOD THROUGH THE 70'S FOR WAITERS AND WAITRESSES. THERE IS A GROWING DEMAND IN REGION III FOR GOOD QUALITY RESTAURANTS. WAITRESSES AND WAITERS IN REGION III CAN EXPECT TO EARN FROM $2,080 TO $3,120 PLUS TIPS ANNUALLY. MANY TIMES TIPS EXCEED THE BASE AMOUNT. REGION III INCLUDES THE COUNTIES OF HENDERSON, UNION, WEBSTER, DAVIESS, HANCOCK, OHIO AND McLEAN.

ADDITIONAL SOURCES OF INFORMATION

OCCUPATIONAL OUTLOOK HANDBOOK - PAGE 328

DICTIONARY OF OCCUPATIONAL TITLES - VOL.I - PAGE 778

EDUCATIONAL DIRECTOR, NATIONAL RESTAURANT ASSOCIATION, CHICAGO, ILLINOIS

LOCAL OFFICE OF ECONOMIC SECURITY

RELATED OCCUPATIONS

CAFETERIA WORKER

CASHIER

CHEF

BUSBOY

APPENDIX C

USERS MANUAL INCLUDING
LIST OF OCCUPATIONS

Vocational

Information for

Education and

Work

the Who

What

When

Where

Why

and How

about jobs in the Local Area

THE VIEW INDEX IS DESIGNED TO HELP IN

LOCATING AND SELECTING THE VIEW CARDS

V I E W

KENTUCKY VOCATIONAL INFORMATION FOR

EDUCATION AND WORK

is

A COOPERATIVE PROGRAM BETWEEN THE BUREAU OF VOCATIONAL EDUCATION, VARIOUS OTHER BUREAUS WITHIN THE DEPARTMENT OF EDUCATION AND OTHER STATE AGENCIES.

VIEW IS A PORTION OF KENTUCKY'S INFORMATION FOR TRAINING AND EDUCATION SYSTEMS (KITES).

THE VIEW DECK

IS COMPOSED OF 100 APERTURE CARDS. THERE IS ONE CARD FOR EACH OF 100 OCCUPATIONS THAT MAY BE FOUND IN THIS AREA. THESE APERTURE CARDS CONTAIN FOUR (4) PAGES OF INFORMATION PERTAINING TO THE PARTICULAR OCCUPATION.

ALL OCCUPATIONS INCLUDED IN THE VIEW DECK ARE IDENTIFIED BY A SIX (6) OR NINE (9) DIGIT D.O.T. NUMBER ASSIGNED BY THE U.S. DEPARTMENT OF LABOR. THIS NUMBER AND THE OCCUPATIONAL TITLE WILL BE FOUND ALONG THE TOP EDGE OF THE APERTURE CARD. THE CARDS ARE FILED ACCORDING TO D.O.T. NUMBERS.

IN ADDITION TO THE LIST OF OCCUPATIONS ARRANGED ACCORDING TO D.O.T. NUMBERS IN THIS INDEX, THERE IS ALSO AN ALPHABETICAL LISTING OF THESE OCCUPATIONS.

ACROSS THE TOP OF THE VIEW CARD YOU WILL FIND THE D.O.T. NUMBER, THE TITLE OF THE OCCUPATION, THE OFFICE OF EDUCATION TRAINING CODE NUMBER, THE WORKER TRAIT GROUP PAGE NUMBER IN VOLUME II OF THE DICTIONARY OF OCCUPATIONAL TITLES AND THE R-DATE. THE R-DATE REFERS TO THE DATE THE OCCUPATIONAL SCRIPT WAS REVIEWED AND REVISED IF REVISION WAS NECESSARY.

OPERATIONAL PROCEDURE

STEP 1 AFTER LOOKING THROUGH THE LIST OF OCCUPATIONS, SELECT THE JOB OR JOBS YOU WOULD LIKE TO EXPLORE FURTHER.

STEP 2 TAKE A FORM FROM THE EVALUATION PAD AND WRITE DOWN THE D.O.T. NUMBERS OF THE CARDS YOU WISH TO REVIEW .

STEP 3 TAKE THE FORM AND GO TO THE VIEW DECK AND REMOVE THE CARD WHICH HAS THE SAME D.O.T. NUMBER YOU HAVE PRINTED ON YOUR FORM. (PLEASE REMOVE ONLY ONE CARD AT A TIME.)

STEP 4 TAKE THE VIEW CARD TO THE READER-PRINTER. INSERT THE CARD FACE UP WITH THE APERTIVE WINDOW DOWN AND LOCATE PAGE 1 ON THE CARD. SCAN THE INFORMATION ON THE FOUR (4) PAGES. (SEE YOUR TEACHER FOR HELP.)

STEP 5 AFTER HAVING SCANNED THE VIEW CARD, IF YOU SEE SOME PART OF THE INFORMATION YOU WOULD LIKE TO DISCUSS WITH YOUR PARENTS OR TEACHERS, PUSH THE BUTTON ON THE RIGHT HAND SIDE OF THE MACHINE TO OBTAIN A PRINT-OUT. (SEE TEACHER FOR HELP IF NEEDED.)

STEP 6 IF THERE IS NO INFORMATION YOU WISH TO MAKE PRINT-OUTS OF OR WHEN YOU HAVE FINISHED MAKING PRINT-OUTS, REMOVE THE VIEW CARD FROM THE READER.

STEP 7 PLACE THE VIEW CARD BACK IN THE DECK IN THE SAME PLACE WHERE YOU TOOK IT FROM. REFER TO THE CARD ARRANGEMENT LIST TO DETERMINE WHERE TO PLACE THE CARD.

STEP 8 IF YOU HAVE OTHER D.O.T. NUMBERS LISTED ON YOUR FORM REPEAT STEPS 4 THROUGH 7 FOR EACH CARD YOU HAVE LISTED. IF YOU HAVE NO OTHER NUMBERS LISTED, MOVE ON TO STEP 9.

STEP 9 COMPLETE ALL QUESTIONS ON THE EVALUATION FORM AND DEPOSIT IT IN THE DESIGNATED PLACE.

FOR ADDITIONAL INFORMATION SEE YOUR SCHOOL COUNSELOR

D.O.T NUMBERS	JOB TITLE	D.O.T. - Vol. II WORKER TRAIT GROUP PAGE NUMBER	O.E. CODE NUMBERS	REV. DATE
017.281-038	DRAFTSMAN	377	17.13	1/73
075.378-014	NURSE REGISTERED (RN)	477	07.0301	1/73
078.368-030	X-RAY TECHNICIAN	477	07.0404	1/73
079.368-022	MEDICAL ASSISTANT	477	07.0904	1/73
079.378-010	DENTAL ASSISTANT	477	07.0101	1/73
079.378-026	NURSE LICENSED PRACTICAL	477	07.0302	1/73
095.338	TEACHER AIDE	479	16.0503	1/73
142.081-050	FLORIST	232	04.05	1/73
168.168-050	CREDIT MANAGER	245	14.0899	1/73
186.168-010	BANK TELLER	237	04.04	1/73
201.368-018	SECRETARY	263	14.0702	1/73
203.588-018	TYPIST	287	14.0902	1/73
206.388-018	FILE CLERK	276	14.0302	1/73
210.388-022	BOOKKEEPER (CLERICAL I)	280	14.0102	1/73
213.582-010	KEY PUNCH OPERATOR	274	14.020201	1/73
215.488-010	PAY-ROLL CLERK	280	14.0104	1/73
219.388-146	INSURANCE CLERK	276	14.0303	1/73
219.388-274	TIMEKEEPER	280	14.0303	1/73
219.388-286	WARD CLERK	280	14.0303	1/73
219.488-010	ACCOUNTING CLERK	280	14.0303	1/73
222.387-026	SHIPPING & RECEIVING CLERK	271	14.0503	1/73
223.388-018	STOCK CLERK	276	14.0504	1/73
232.368-014	POSTAL CLERK	267	14.0403	1/73
233.388-010	MAIL CARRIER	276	14.0403	1/73
235.862-026	TELEPHONE OPERATOR	291	14.0401	1/73
237.368-038	RECEPTIONIST	258	14.0406	1/73
250.258-014	INSURANCE AGENT & BROKER	488	04.13	1/73

D.O.T NUMBERS	JOB TITLE	D.O.T. - Vol. II WORKER TRAIT GROUP PAGE NUMBER	O.E. CODE NUMBERS	REV. DATE
250.358-026	REAL ESTATE SALESMAN	488	04.17	1/73
280.358-014	AUTOMOBILE SALESMAN	488	04.03	1/73
290.877-010	GROCERY CLERK	503	04.06	1/73
311.878-058	WAITRESS & WAITER	507	17.2904	1/73
313.131-010	COOK & CHEF	299	17.2902	1/73
330.371-010	BARBER	499	17.2601	1/73
332.271-010	BEAUTY OPERATOR	499	17.2602	1/73
355.878-034	NURSE AIDE	479	07.0303	1/73
365.381-014	SHOE REPAIRMAN	312	17.3402	1/73
368.999	ARMED FORCES (MEN)			1/73
368.999	ARMED FORCES (WOMEN)			1/73
372.868	WATCHMAN	427	16.0605	1/73
373.884-014	FIREMAN	322	17.2801	1/73
375.268-030	POLICEMAN (PATROLMAN)	416	17.2802	1/73
382.884-010	BUILDING CUSTODIAN	322	17.11	1/73
405.181-030	TOBACCO FARMER	411	01.0102	1/73
413.181-010	LIVESTOCK FARMER (CATTLE)	411	01.0101	1/73
421.181-010	FARM OPERATOR	411	01.01	1/73
512.782-026	FURNACE OPERATOR	435	17.2301	1/73
514.782-014	CASTING WHEEL OPERATOR	435	17.2399	1/73
525.381-010	BUTCHER	312	01.0401	1/73
556.782-030	INJECTION MOLDING MACHINE OPERATOR (PLASTIC)	435	17.27	1/73
600.280-030	MACHINIST PRODUCTION	430	17.2302	1/73
600.380-026	MACHINE TOOL SETUP MAN	430	17.2302	1/73
601.280-062	TOOL & DIE MAKER	430	17.2307	1/73
601.280-070	MACHINE TOOL OPERATOR	430	17.2307	1/73

D.O.T NUMBERS	JOB TITLE	D.O.T. - Vol. II WORKER TRAIT GROUP PAGE NUMBER	O.E. CODE NUMBERS	REV. DATE
606.380-014	DRILL PRESS OPERATOR	430	17.2303	1/73
613.782-010	COILER OPERATOR	435	17.2399	1/73
614.782-042	WIRE DRAWER	435	17.2399	1/73
615.782-034	TRIMMING PRESS OPERATOR	435	17.2303	1/73
620.281-014	AUTOMOBILE MECHANIC	312	17.0302	1/73
620.281-074	MECHANIC MAINTENANCE	312	17.100301 ,	1/73
620.281-086	MOTORCYCLE MECHANIC	312	17.31	1/73
624.281-010	FARM EQUIPMENT MECHANIC	312	01.0301	1/73
625.281-010	DIESEL MECHANIC	312	17.12	1/73
637.281-010	AIR CONDITIONING & REFRIGERATION MECHANIC	312	17.01	1/73
651.782-042	OFFSET PRESSMAN	435	17.1902	1/73
660.280-010	CABINETMAKER	430	17.3601	1/73
667.782-010	BAND SAW OPERATOR	435	17.3601	1/73
667.782-042	EDGER MAN OPERATOR	435	17.3699	1/73
667.782-058	SAWYER	435	17.3699	1/73
667.782-074	LOG CUT-OFF SAWYER AUTOMATIC	435	17.3699	1/73
705.884-046	FILERS, GRINDERS, BUFFERS, CLEANERS	322	17.2399	1/73
721.281-026	ELECTRIC MOTOR REPAIRMAN	312	17.1403	1/73
723.844-010	APPLIANCE REPAIRMAN	322	17.0201	1/73
761.884-050	SANDER (FURNITURE)	322	17.3601	1/73
763.884-034	FURNITURE ASSEMBLER	322	17.3601	1/73
780.381-018	UPHOLSTERER (FURNITURE)	312	17.35	1/73
781.884-030	GARMENT CUTTER	322	17.3399	1/73
787.782-290	SEWING MACHINE OPERATOR	435	17.3399	1/73
804.281-010	SHEET METAL WORKER	312	17.2305	1/73
805.281-010	BOILER MAKER	312	17.1099	1/73

D.O.T NUMBERS	JOB TITLE	'D.O.T. - Vol. II WORKER TRAIT GROUP PAGE NUMBER	O.E. CODE NUMBERS	REV. DATE
807.381-010	AUTOMOBILE BODY REPAIRMAN	312	17.0301	1/73
809.381-014	LAY-OUT MAN (METAL WORK)	312	17.2304	1/73
810.884-018	WELDER	322	17.2306	1/73
821.381-010	LINEMAN	312	17.1402	1/73
824.281-014	ELECTRICIAN	312	17.1002	1/73
828.281-022	ELECTRONICS TECHNICIAN	312	16.0108	1/73
840.781-010	PAINTER	319	17.1005	1/73
850.781-010	MINER	319	17.1099	1/73
859.883-030	OPERATING ENGINEER	444	17.100302	1/73
860.381-026	CARPENTER	312	17.1001	1/73
861.381-010	BRICKLAYER	312	17.1004	1/73
862.381-082	PLUMBER	312	17.1007	1/73
864.781-010	FLOOR COVERING INSTALLER	319	17.1099	1/73
866.381-010	ROOFER	312	17.1010	1/73
899.381-010	MAINTENANCE MAN	312	17.10	1/73
913.463-010	BUS DRIVER	519	04.19	1/73
914.782-014	OIL PUMPER	435	17.3202	1/73
915.867-010	SERVICE STATION ATTENDANT	503	04.16	1/73
919.883-014	DELIVERY & ROUTEMAN	444	04.08	1/73
922.883	FORK LIFT OPERATOR (POWER TRUCK OPERATOR)	444	17.100302	1/73
929.887-050	MATERIAL HANDLING WORKER	360	04.19	1/73

ALPHABETICAL LISTING

JOB TITLES	D.O.T. NUMBERS
ACCOUNTING CLERK	219.488-010
AIR CONDITIONING & REFRIGERATION MECHANIC	637.281-010
APPLIANCE REPAIRMAN	723.844-010
ARMED FORCES (MEN)	368.999
ARMED FORCES (WOMEN)	368.999
AUTOMOBILE BODY REPAIRMAN	807.381-010
AUTOMOBILE MECHANIC	620.281-014
AUTOMOBILE SALESMAN	280.358-014
BAND SAW OPERATOR	667.782-010
BANK TELLER	186.168-010
BARBER	330.371-010
BEAUTY OPERATOR (COSMETOLOGIST)	332.271-010
BOILER MAKER	805.281-010
BOOKKEEPER (CLERICAL I)	210.388-022
BRICKLAYER	861.381-010
BUILDING CUSTODIAN	382.884-010
BUS DRIVER	913.463-010
BUTCHER	525.381-010
CABINETMAKER	660.280-010
CARPENTER	860.381-026
CASTING WHEEL OPERATOR	514.782-014
COILER OPERATOR	613.782-010
COOK & CHEF	313.131-010
CREDIT MANAGER	168.168-050
DELIVERY AND ROUTEMAN	919.883-014

JOB TITLE	D.O.T. NUMBERS
DENTAL ASSISTANT	079.378-010
DIESEL MECHANIC	625.281-010
DRAFTSMAN	017.281-038
DRILL PRESS OPERATOR	606.380-014
EDGERMAN OPERATOR	667.782-042
ELECTRICIAN	824.281-014
ELECTRIC MOTOR REPAIRMAN	721.281-026
ELECTRONICS TECHNICIAN	828.281-022
FARM EQUIPMENT MECHANIC	624.281-010
FARM OPERATOR	421.181-010
FILE CLERK	206.388-018
FILERS, GRINDERS, BUFFERS, CLEANERS	705.884-046
FIREMAN	373.884-014
FLOOR COVERING INSTALLER	864.781-010
FLORIST	142.081-050
FORK LIFT OPERATOR (POWER TRUCK OPERATOR)	922.883
FURNACE OPERATOR (STOVE TENDER)	512.782-026
FURNITURE ASSEMBLER	763.884-034
GARMENT CUTTER	781.884-030
GROCERY CLERK	290.877-010
INJECTION MOLDING MACHINE OPERATOR (PLASTIC)	556.782-030
INSURANCE AGENT & BROKER	250.258-014
INSURANCE CLERK	219.388-146
KEY PUNCH OPERATOR	213.582-010
LAY-OUT MAN (METAL WORKER)	809.381-014
LINEMAN	821.381-010
LIVESTOCK FARMER (CATTLE RANCHER)	413.181-010
LOG-CUT-OFF SAWYER, AUTOMATIC	667.782-074

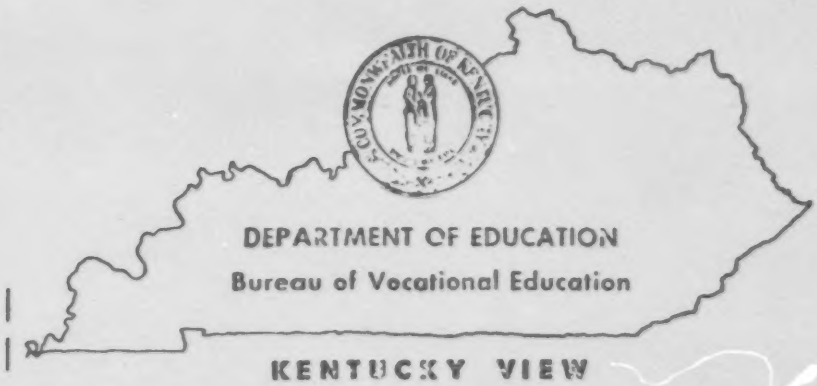
JOB TITLE	D.O.T. NUMBERS
MACHINE TOOL OPERATOR	601.280-070
MACHINE TOOL SET UP MAN	600.380-026
MACHINIST PRODUCTION	600.280-030
MAIL CARRIER	233.388-010
MAINTENANCE MAN	899.381-010
MATERIAL HANDLING WORKER	929.887-050
MECHANIC MAINTENANCE	620.281-074
MEDICAL ASSISTANT	079.368-022
MINER	850.781-010
MOTORCYCLE MECHANIC	620.281-086
NURSE AIDE	355.878-034
NURSE LICENSED PRACTICAL (LPN)	079.378-026
NURSE REGISTERED (RN)	075.378-014
OFFSET PRESSMAN	651.782-042
OIL PUMPER	914.782-014
OPERATING ENGINEER	859.883-030
PAINTER	840.781-010
PAY-ROLL CLERK	215.488-010
PLUMBER	862.381-082
POLICEMAN (PATROLMAN)	375.268-030
POSTAL CLERK	232.368-014
REAL ESTATE SALESMAN	250.358-026
RECEPTIONIST	237.368-038
ROOFER	866.381-010
SANDER (FURNITURE)	761.884-050
SAWYER	667.782-058
SECRETARY	201.368-018
SERVICE STATION ATTENDANT	915.867-010

JOB TITLE	D.O.T. NUMBERS
SEWING MACHINE OPERATOR	787.782-290
SHEET METAL WORKER	804.281-010
SHIPPING AND RECEIVING CLERK	222.387-026
SHOE REPAIRMAN	365.381-014
STOCK CLERK	223.388-018
TEACHER AIDE	095.338
TELEPHONE OPERATOR	235.862-026
TIME KEEPER	219.388-274
TOBACCO FARMER	405.181-030
TOOL & DIE MAKER	601.280-062
TRIMMING PRESS OPERATOR	615.782-034
TYPIST	203.588-018
UPHOLSTERER (FURNITURE)	780.381-018
WAITRESS AND WAITER	311.878-058
WARD CLERK	219.388-286
WATCHMAN	372.868
WELDER	810.884-018
WIRE DRAWER	614.782-042
X-RAY TECHNICIAN	078.368-030

APPENDIX D

SAMPLE VIEW CARD

311.878-058	Waitress-Waiter	WT.GR.507	17.2904	1-73	3	
D O T	OCCUPATIONAL TITLE	APTITUDES	O.E. CODE	R. DATE	O. CODE	



MMM 7342 FILMSORT® Brand Aperture & Camera Cards and DUPLICARD® Brand Copy Cards – Product of 3M Company, St. Paul, Minn.

APPENDIX E

COMPILATION OF STATEMENTS CONCERNING

1. WAYS VIEW MATERIALS WERE USED
2. WAYS VIEW AFFECTED CAREER DECISION-MAKING
3. WAYS VIEW AFFECTED VOCATIONAL GUIDANCE PROGRAMS
4. ACTIVITIES CONDUCTED IN IMPLEMENTING VIEW
5. ASSISTANCE THIS OFFICE COULD GIVE
6. ASPECTS OF VIEW NOT MEETING EXPECTATIONS
7. REACTIONS TO SERVICES OF REPAIRMEN
8. ADDITIONAL COMMENTS
9. SUGGESTED CHANGES

1. The following are ways in which the VIEW materials were used by the teachers in their classroom activities.

Three let their students select jobs they were interested in, then discussed them.

Nine used them as a resource tool.

The welding class of one, studied various aspects of trade.

Two did areas of imperial study.

Two used them to make reports on newspaper jobs.

English teachers used them for special reports.

Two made notebooks using Careers on VIEW.

One used them for group and individual reports.

One made Career notebooks.

One let students give speeches on careers in Language Arts Class.

For occupational description.

Two let their students select jobs they were interested in and these were discussed in class.

Girls in Home Economics were asked to read about jobs used in Home Economics in some way.

I took VIEW materials to different classes and let the students there use it.

Used with career education films for 7th and 8th grades.

Had study on careers and areas of work.

Students were permitted to use them in spare time.

Career Booklets made by 9th grade English students using information from VIEW as resource.

Taking graduate course in Career Education--class met at school and I explained and demonstrated VIEW to them.

Guidance Discussion Groups used the VIEW program in Career Guidance Activities.

2. The following are ways in which the respondents thought VIEW affected the career decision-making process of students.

   Students can eliminate some job decision after viewing VIEW.

   Students are more realistic about job choice.

   Uncertain career education classes.

   Made children more aware of various careers.

3. The ways in which the presence of VIEW affected the respondents' vocational guidance program.

   Planning 9th grade program to fit job regulations.

   Seven think the students are more aware of non-professional jobs.

   Additional source of up-to-date information on regional occupations.

   Two counselors were more aware of students interest.

   Students aware of jobs not requiring college degree.

   Two were made aware of job skills needed.

   Motivated interest in occupational information.

   Career exploration.

   Key to program this year.

   More materials and group work made available.

4. Activities conducted in implementing the VIEW program in the school.

   Fourteen showed students how to use machine, orientation.

   Six teacher orientation.

   One placed in resources center--students referred by counselor.

   Brought to attention of students.

   School newspaper ran article about machine.

   To implement career education activities.

Student Council and faculty met to discuss how to use and introduce materials to students.

Role playing, Interviewing, Bulletin Boards, Career Booklets.

Taught library student assistants to use machine, in return they helped students.

Used machine in teaching reading.

Used filmstrip, speaker, and films to supplement VIEW program.

Used in economics unit "World of Work".

Used transparencies to introduce machine to students.

5. Assistance that this office could give the respondents.

More materials for classroom teacher.

Include Evansville in Region III.

Two wants workshop for all teachers.

Continue VIEW program, it is good.

Four wants more VIEW cards.

Provide more paper and VIEW cards.

Keep cards updated and share ideas for use.

Furnish more occupational handbooks and papers.

Include college level jobs.

6. Aspects of the VIEW project which are not meeting their expectations.

Limited occupations.

Two said non-college bound.

New wears off--students reject.

Hard to find place to keep machine so students would not waste paper.

Too elementary.

Monopolized by few.

Not enough importance placed on it.

7. Respondents reactions to the services of the repairmen, if they had to have one.

   Repair service very slow.

   Service man not available.

8. Additional comments by the respondents.

   I feel it has been a big help to students.

   The machine gets wider use in guidance office.

   Children enjoyed machine.

   Asset to total program.

   I feel machine would be more effective if used at high school level. Junior High students not sincere enough in job exploration.

9. Changes in the VIEW program that the respondents would like to make.

   Place reader in counselor's office. I do not like having it in my classroom.

   Move to high school and have more jobs.

   Place it in grades 9-12.

   Use as a specific classroom objective.

   It should have been introduced to teachers so they could utilize and encourage utilization of it on the part of the student.

   Should have been introduced to all teachers and use by students encouraged by entire faculty. (Counselor reactions)

   Ten thought that some professional and college level jobs should be included.

   Takes too long for all students to get to use it.

   Fourteen said to add more jobs.

   Three said to change evaluation forms.

   Three said to include Evansville area in Region III.

Two said to include all careers.

More correlation between career education classes and career cards.

Increase number of reader printers.

Budget more for paper.

Use with 6th grade and do 3 year follow-up.

Have number system, less complicated than D.O.T.

Have people in specific areas write job descriptions.

APPENDIX F

PRE-POST SURVEY INSTRUMENT

OCCUPATIONAL INFORMATION SURVEY

Name of School _____

Grade in which you are presently enrolled: (Check One) 7th___ 8th___ 9th___

Sex: Male___ Female___ Age___ Date: _____

There are no right or wrong answers on this survey. Answer each question the way you feel at this time.

1. What would you like to be doing 5 years from today? Check One

   ____ (1) attending a four-year college and not working

   ____ (2) attending a community college and not working

   ____ (3) attending a vocational school and not working

   ____ (4) attending a four-year college, community or vocational school and working part-time

   ____ (5) working full-time

   ____ (6) serving in the military

   ____ (7) other (specify) _____

2. Do you NOW have plans to enter a specific occupation? (such as becoming an auto mechanic, school teacher, nurse, truck driver, etc.)

   Yes___ No___ Don't know___ (If you answer no or don't know, go to question number 5) If yes, name specific occupation _____

3. If your answer to number 2 was yes, could you find employment in this area?

   Yes___ No___ Don't know___

4. Could you get training for this occupation? Yes___ No___ Don't know__

   If yes, where? _____

5. Do you now have plans to enter a specific college or vocational school, either part-time or full-time? Yes___ No___ Don't know___

   If you answered yes to this question, complete (a) through (d) at the top of the next page and if no or don't know, go to question 6.

(a) Would you rather live at home while attending college? Yes___ No___

(b) I plan to attend full-time___ part-time___

(c) Do you plan to work while attending college or vocational school?

Yes___ No___ If yes, what type of part-time work would you prefer?

_____

(d) What specific college or vocational school do you plan to attend?

_____

6. Which one of the following has had the most influence on your future plans? (Whether they be college or work) Check One

Parents____ Counselor____ Teacher(specify)_____

Friends____ Relatives____ Other (specify)_____

7. Which of the following sources of information have you used to help you find out about jobs and/or education beyond high school.

____ (1) field trips
____ (2) work experience
____ (3) newspapers
____ (4) college catalogs
____ (5) film or film strips
____ (6) tape recorder
____ (7) VIEW (aperture cards)
____ (8) pamphlets & brochures
____ (9) books
____ (10) printed job briefs
____ (11) employment agencies
____ (12) other library sources
____ (13) other
____ (14) none of the above

8. List the best three sources of occupational information, in your opinion. Place the best in space number (1), the next best in space number (2) and the next best in space number (3). (Select from the list above)

(1) _____

(2) _____

(3) _____

9. Was VIEW helpful to you? Yes____ No____

10. Do you feel that you have a better knowledge of the jobs available in your community after using VIEW than you had before? Yes____ No____

11. Have you made any print-outs from the VIEW cards? Yes____ No____

12. Did you discuss the print-outs with parents? Yes____ No____

13. Did you discuss the print-outs with counselor? Yes____ No____

14. Did you discuss the print-outs with teacher? Yes____ No____

15. Did you discuss the print-outs with a person workin in the occupation? Yes____ No____

16. Do you feel the VIEW System is a good way to study about jobs in this geographic area? Yes____ No____

17. Would you recommend VIEW to your friends? Yes____ No____

18. Have any of your educational plans changed as a result of VIEW? Yes____ No____

19. Have you changed your mind about the future career as a result of VIEW? Yes____ No____

20. Did the VIEW job descriptions provide enough information about each occupation? Yes____ No____

21. What is your opinion of VIEW in comparison with other occupational information available in your school? Better____ Same____ Not As Good____

22. If you discussed any of the print-outs with your parents, what was their reaction? Impressed_____ Indifference_____

23. List some jobs not in the VIEW deck you would have liked to read about.

_____

_____

_____

_____

_____

_____

APPENDIX G

USER EVALUATION FORM

VIEW USER EVALUATION FORM

Instructions: Check the appropriate answer.

school_____ county_____

A. Male_____ Female_____ Year in School_____
(example, 10th grade)

B. How many of the VIEW Cards did you read today?

One_____ Two_____ Three_____ Four or More_____

C. List by D.O.T. Number VIEW job cards read.

_____ _____ _____ _____ _____

D. On how many occasions, including today have you read the VIEW cards?

Once_____ Twice_____ Three Times_____ Four or more_____

E. Do you plan to discuss the information on the VIEW cards with any of the following?

Counselor_____ Teacher_____ Parent_____ Others_____
(specify)

F. Did you print out a copy of any VIEW information?

Yes_____ No_____ How many copies_____

G. List by D.O.T. Number any print of job card you made from VIEW information.

_____ _____ _____ _____ _____

H. Instructions: Read the three statements below. In the spaces to the right check the appropriate column that most closely gives your personal opinion.

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1. The information was helpful.					
2. The information was understandable.					
3. I would recommend these VIEW Cards to another student for use.					

APPENDIX H

PROFESSIONAL PERSONNEL QUESTIONNAIRE

PROFESSIONAL PERSONNEL

REACTION QUESTIONNAIRE

This Reaction Questionnaire is a part of the evaluation of the VIEW pilot project being conducted in Region III. Responses to this questionnaire are essential to measure the impact of the VIEW Project and to assess the need for modification of materials, methods, equipment and scope of the project.

Please answer each item carefully and return the completed questionnaire to:

B. Glen Davis, Coordinator
Occupational Information Utilization
Bureau of Vocational Education
20th Floor, Capitol Plaza Towers
Frankfort, Kentucky 40601

Thank you very much for your cooperation.

1. The faculty person primarily responsible for the VIEW Project at this school was:

____1. Myself.
____2. Someone else in the counseling office.
____3. A group (including myself).
____4. A group (not including myself).
____5. Other (please explain). _____

2. My position is:

____1. Full-time counselor.
____2. Guidance Director.
____3. Vocational Counselor.
____4. Librarian.
____5. Other (please give title). _____

3. I particpated in the following VIEW Project activities. Please check every item that applies:

____1. VIEW orientation out of my school.
____2. VIEW orientation at school.
____3. One or more in-school contacts with the VIEW Coordinator.
____4. None of these.
____5. Other (please explain). _____

4. I estimate student reaction to VIEW at this school as:

____1. Very favorable.
____2. Favorable.
____3. Same as to other occupational information.
____4. Unfavorable.
____5. Really cannot estimate.

5. I estimate parent reaction to VIEW at this school as:

____1. Very favorable.
____2. Favorable
____3. Same as to other occupational information.
____4. Unfavorable
____5. Not enough parents were aware of VIEW for me to give a very accurate estimate.

6. I estimate teacher reaction to VIEW at this school as:

____1. Very favorable.
____2. Favorable.
____3. Same as to other occupational information.
____4. Unfavorable.
____5. Other (please explain). _____
____6. Not enough teachers were aware of VIEW for me to give a very accurate estimate.

7. I estimate the reaction of guidance personnel to VIEW at this school as:

____1. Very favorable.
____2. Favorable.
____3. Same as to other occupational information.
____4. Unfavorable.
____5. Really cannot say.

8. Since VIEW was placed in this school, I estimate that use of other types of vocational information by students has:

____1. Increased very much.
____2. Increased a little.
____3. Remained about the same.
____4. Decreased a little.
____5. Decreased very much.

9. Since VIEW was placed in this school, I estimate that participation and/or interest by the total school staff in the vocational aspect of our guidance service has:

____1. Increased very much.
____2. Increased a little.
____3. Remained about the same.
____4. Decreased a little.
____5. Decrease very much.

10. Since VIEW was placed in this school, I estimate the effectiveness of our vocational guidance program has:

____1. Increased very much.
____2. Increased a little.
____3. Remained about the same.
____4. Decreased a little.
____5. Decrease very much.

11. Were the VIEW materials used by teachers in any classroom activities?

____1. Yes.
____2. No.

If yes, please describe briefly. _____

_____

_____

12. Were the VIEW materials used by you in any classroom activities?

____1. Yes.
____2. No.

If yes, please describe briefly. _____

_____

13. Which of the following are the most valuable aspects of the VIEW Project? Rank (1,2,3, etc.) those aspects which you found valuable; leave blank those aspects which you did not find valuable.

____1. Provided more time for me to work with the college bound.
____2. VIEW provided a motivation for non-college bound students to initiate career planning.
____3. I feel more informed about non-baccalaureate types of careers.
____4. VIEW is an up-to-date source of occupational information.
____5. VIEW is a source of local training opportunity information.
____6. VIEW has helped me "sell" non-baccalaureate students.
____7. VIEW has helped me "sell" Career Education in this school.
____8. VIEW increased my contacts with non-baccalaureate students.
____9. VIEW allowed me to do more personal social counseling.
___10. Students use VIEW with parents.
___11. Students use VIEW with teachers.
___12. Students use VIEW alone to make career decisions.
___13. VIEW can become a strong part of our career guidance program.
___14. Other (please describe). _____

_____

___15. Other (please describe). _____

_____

14. Have you observed instances where VIEW has affected the career decision-making process of students?

____1. Yes.
____2. No.

If yes, please describe briefly. _____

_____

_____

15. Since VIEW materials were received, awareness and interest by parents in occupational information has:

____1. Increased greatly.
____2. Increased a little.
____3. Remained about the same as before.
____4. Been less than before.
____5. Unable to say.

16. Since VIEW materials were received, awareness and interest by counselors in occupational information has:

____1. Increased greatly.
____2. Increased a little.
____3. Remained about the same as before.
____4. Decreased a little.
____5. Decreased greatly.
____6. Unable to estimate.

17. Since VIEW materials were received, awareness and interest by teachers in occupational information has:

____1. Increased greatly.
____2. Increased a little.
____3. Remained about the same as before.
____4. Decreased a little.
____5. Decreased greatly.
____6. Unable to estimate.

18. Since VIEW materials were received, awareness and interest by students in occupational information has:

____1. Increased greatly.
____2. Increased a little.
____3. Remained about the same as before.
____4. Decreased a little.
____5. Decreased greatly.
____6. Unable to estimate.

19. Has the presence of VIEW affected your vocational guidance program?

____1. Yes.
____2. No.

If yes, in what ways? _____

_____

_____

20. What activities did you conduct in implementing the VIEW program in your school?

_____

_____

_____

_____

21. If you could change any aspect of the VIEW program, what would you do?

_____

_____

_____

_____

22. Is there any assistance that this office could give you?

____1. Yes.
____2. No.

If yes, please describe. _____

_____

23. Are there any aspects of the VIEW project which are not meeting your expectations?

____1. Yes.
____2. No.

If yes, please describe. _____

_____

_____

24. If you have had any equipment malfunctions, has service been performed promptly and adequately?

____1. Yes.
____2. No.

If no, please describe problem. _____

_____

_____

25. Additional Comments: